# DOCUMENT RESUME

ED 131 582 EA 008 904

| | |
|---|---|
| AUTHOR | Lindley, Jesse B. |
| TITLE | Title IX Self-Study Report of the Oklahoma City Public Schools. |
| INSTITUTION | Oklahoma City Public School System, Okla. |
| PUB DATE | 28 Jun 76 |
| NOTE | 197p.; Not available in hard copy due to marginal legibility of original document |
| EDRS PRICE | MF-$0.83 Plus Postage. HC Not Available from EDRS. |
| DESCRIPTORS | *Affirmative Action; *Athletics; Cocurricular Activities; *Counseling; *Curriculum; Elementary Secondary Education; Employment; Physical Education; Questionnaires; *School Surveys; *Sex Discrimination; Tables (Data) |
| IDENTIFIERS | *Educational Amendments 1972 Title IX; Oklahoma City Public Schools |

ABSTRACT

Under Title IX of the Education Amendments of 1972, institutions affected must engage in appraisal and evaluation of current policies, practices, and procedures to determine possible discriminatory effects in five areas--athletics, counseling, curriculum and physical education, employment, and extracurricular activities. This report contains the Oklahoma City Public School's self-appraisals in these areas. Also included are a notification of the district's nondiscrimination policy, the members and scope of the district's Title IX task force, and the Final Evaluation Survey of the Title IX Sex Discrimination Institute. (Author/IRT)

***********************************************************************
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
***********************************************************************

ED131582

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# TITLE IX SELF-STUDY REPORT OF THE OKLAHOMA CITY PUBLIC SCHOOLS

June 28, 1976

By

Dr. Jesse B. Lindley
Coordinator, Title IX

Respectfully submitted to the Region VI
Director, Office for Civil Rights,
1114 Commerce Street, Dallas, TX 75202

EA 008 904

# INTRODUCTION

Under the Title IX of the Education Amendments of 1972 (Part 86 -- remedial, affirmative action, and self-study), institutions affected must engage in four different activities during specified time periods:

1) Appraisal and evaluations of current policies, practices, and procudures to determine possible discriminatory effects in the following areas:

    Athletics
    Counseling
    Curriculum and physical education
    Employment
    Extracurricular activities

2) Modification of discriminatory policies which do not meet the requirements of the Title IX Regulation.

3) Development and implementation of remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to the above policies, practices, and procedures found in noncompliance.

4) Maintenance of self-study and progress files for at least three years, i.e., through July 21, 1978.

Remedial action begins with the development of a systematic self-study plan which provides the mechanism for:

1) systematic identification of sources if discrimination in any of the five areas mentioned previously;

2) specification of corrective measures; and,

3) development and maintenance of procedures for on-going monitoring, evaluation, and modification of discriminatory practices.

An affirmative action plan is a set of:

1) specific action - oriented policies;

2) guidelines; and,

3) procedures which commit the District to apply good faith measures to eliminate any present and future discrimination.

## Completion of Self-Study

The Title IX Coordinator of the Oklahoma City Public Schools, Dr. Jesse Lindley, completed the self-study of the District on June 15, 1976. In doing so, the following necessary steps were accomplished by the District:

1) Notification of the District's policy of nondiscrimination on the basis of sex, as required by Title IX: completed August 11, 1975. (See Appendix A.)

2) Designation of at least one employee to coordinate Title IX compliance efforts: Dr. Jesse Lindley.

3) Development, adoption, and publication of grievance procedures: a copy is enclosed in the employment section.

4) Completion of the District's self-evaluation of current policies and practices concerning students and personnel.

5) Inclusion of assurances of compliance and a committment to remedy any existing discrimination with all applications for federal financial assistance.

## Scope of District Involvement

To implement Title IX in the District, the Coordinator established a task force of five committees, in addition to a steering committee, to complete the self-study. The following were heavily involved in carrying out the Title IX regulation during 1975-76:

| | |
|---|---|
| 78 | task force committee members |
| 40 | counselors |
| 20 | athletic directors and coaches |
| 43 | principals |
| 9 | activity directors |
| 17 | additional central office personnel |
| 207 | Total |

The memorandum, dated April 27, gives the committees and the names of the participants. Much of the success of the task force was dependent upon these individuals, who met as often as needed to complete their assignments. A copy of the memo is included as Appendix B.

## Timeline for Title IX Implementation

| Time | Activity |
|---|---|
| Sept. - Oct., 1975 | Establish task force committees |
| Oct. - Feb., 1976 | Title IX inservice training of committees and other personnel |
| Feb. - June, 1976 | Complete self-study |
| July 21, 1976 | Present final self-study to O.C.R. |
| Sept. - May, 1977 | Implement remedial steps in selected schools |
| Sept. - May, 1978 | Complete implementation of affirmative action steps of policies and practices |
| May, 1978 | Complete follow-up self-study |

## Consultative Center for Equal Educational Opportunity Questionnaire

The O. U. Consultative Center has provided much needed help during 1975-76 to complete Title IX requirements. With the assistance of Mae Frances Nolan, Field Consultant, and Joe Hornbeak, Program Specialist, the Oklahoma City Public Schools' self-study has been conducted very smoothly and efficiently.

The C.C.E.E.O. has asked the District to respond to a final questionnaire related to Title IX efforts and findings during 1975-76. The answers to this survey provided such a good overview of the task force activities during the year that the results are enclosed in Appendix C.

# APPENDIX A

## NOTIFICATION OF DISTRICT'S NONDISCRIMINATION POLICY

# NOTICE

Notice is hereby given that Independent School District Number 89 of Oklahoma County, Oklahoma, commonly known as the Oklahoma City School District, does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX of the Educational Amendments of 1972, and Part 86 of Title 45, Subtitle A, Part 86, Rules and Regulations of the U. S. Department of Health, Education, and Welfare Regulations not to discriminate in such a manner; that the requirement not to discriminate in education programs and activities extends to employment in the School District; and that inquiries concerning the application of Title IX and Part 86 may be referred to Dr. Jesse Lindley, Assistant Superintendent Instruction, Oklahoma City Public Schools, 900 North Klein, Oklahoma City, Oklahoma, telephone 236-2661, or to the Director of the Office for Civil Rights of the Department of Health, Education, and Welfare. August 11, 1975.

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

October 13, 1975

MEMORANDUM

TO: All Employees

FROM: Jesse Lindley, Coordinator of Title IX

SUBJECT: Statement of Nondiscrimination on Basis of Sex, Title IX
Statement of Grievance Procedure

## Nondiscrimination on Basis of Sex

The Oklahoma City School District does not discriminate on the basis of sex in the educational programs or activities which it operates. It is required by Title IX of the Education Amendments of 1972, as amended, and Part 86 of Title 45, Subtitle A, Rules and Regulations of the U. S. Department of Health, Education, and Welfare, not to discriminate in such a manner. The requirement not to discriminate in educational programs and activities extends to employment in the School District.

Inquiries concerning the application of Title IX and Part 86 may be referred to Dr. Jesse Lindley, Assistant Superintendent for Instruction, Oklahoma City Public Schools, 900 North Klein, Oklahoma City, Oklahoma, telephone 236-2661, or to the Director of the Office for Civil Rights of the Department of Health, Education, and Welfare.

## Grievance Procedure

If an employee of the Oklahoma City Public Schools feels he or she is being discriminated against because of sex, he or she should go first to the immediate supervisor. If the matter cannot be resolved by the immediate supervisor, it should then be taken to the director to whom the supervisor reports, then to an assistant superintendent, then to the superintendent, then to the board.

bl

# APPENDIX B

## MEMBERS OF AND SCOPE OF TITLE IX TASK FORCE

OKLAHOMA CITY PUBLIC SCHOOLS
Oklahoma City, Oklahoma

April 27, 1976

Memorandum

To: Dr. Jesse Lindley

From: Ron Schnee

Re: Scope of Title IX Involvement

## Objectives of Title IX

(1) To identify and abate existing conditions of sexual inequality in school programs.
(2) To develop policies and procedures which will prevent such inequalities in the future
(3) To equalize educational opportunities for all.

## Areas of Concentrated Self-Study

(1) Curriculum content, enrollment practices, and physical education.
(2) Athletic opportunities for males and females.
(3) Extra-curricular activities.
(4) Counseling and guidance.
(5) Employment and hiring practices, including affirmative action program.

## Steps for Implementing

Each of the five areas listed above is being examined thoroughly by a committee composed of PTA representatives, Title I PAC parents, teachers, principals, and appropriate central office personnel. Each committee has to accomplish the following steps by June 4.

(1) Complete a self-study of the assigned area to determine specific incidents of possible sex discrimination of students or employees.
(2) "Red-flag" these incidents in the committee report, which will be acted upon by appropriate personnel beginning with the 1976-77 school year. These activities will be referred to as the remedial section of the Title IX report.
(3) Recommend to the administration and the Board certain "affirmative action" policies for each of the five areas under study. These policy recommendations could serve to eliminate discrimination according to sex in the future.

## Committee Membership

### Activities

| Name | Position |
|---|---|
| John Sadberry | Central Office |
| Patrisha Nicholson, Chairperson | Central Office |
| Bob Alyea | Central Innovative High School |
| Al Marshall | Roosevelt Middle School |
| Sally Cole | Douglass High School |
| Frezonia Cudjoe | Douglass High School |
| Jean Munde | John Marshall High School |
| Darrel Palmer | Northwest Classen High School |
| Larry Mott | Northwest Classen High School |
| Maxine Thompson | Capitol Hill High School |
| Claudette Goss | Capitol Hill High School |
| John Cosby, Jr. | Northeast High School |
| Cindy Paden | Capitol Hill High School |
| Falon Fuller | Student |
| Saundra Myers | Student |
| Annette Moody | Parent |
| Geraldine Downey | Parent |

### Athletics

| Name | Position |
|---|---|
| Gene Dipboye, Chairman | Central Office |
| John Sadberry | Central Office |
| Loyce Willett | Central Office |
| Robin Gaston | Northeast High School |
| Ralph Risdon | Jefferson Middle School |
| Oliver Stripling | Central Office |
| Johnny Smith | Southeast High School |
| C. B. Speegle | Capitol Hill High School |
| Foster Harrington | John Marshall High School |
| Brenda Johnson | Moon Middle School |
| Bennie Brown | Webster Middle School |
| Eddie Cutliff | Parent |
| Jean Brody | Parent |
| Chuckie Little, Jr. | Student |
| Christy Martin | Student |

## Counseling

| Name | Position |
|---|---|
| Villa Rae Carter, Chairperson | Central Office |
| Jim Johnson | Central Office |
| Joe Walker | Central Office |
| Christine Wood | Central Office |
| Frances Jackson | Central Office |
| Jerry Smythe | Southeast High School |
| Vernon Moore | Jackson Middle School |
| Bill Witten | John Marshall High School |
| Susie Davis | Harding Middle School |
| Ladell Peterson | Voc-Tech Center |
| Mary Frances Oliver | Central Office |
| Drucilla McDon | Parent |
| Betty Fenton | Parent |
| Peter Turner | Douglass High School, student |
| Janna Long | Longfellow Fifth Year Center, student |

## Curriculum

| Name | Position |
|---|---|
| Jerry Rippetoe, Chairman | Central Office |
| Virginia Lamb | Central Office |
| Wayne Earnest | Estes Vo-Tech Center |
| Evelyn Stewart | John Marshall High School |
| Walter Seward | Capitol Hill High School |
| Joe Hodges | Central Office |
| Gwen Dukes | Parent |
| Ralph Wangler | Student |
| Doris Hardiman | Parent |
| Pam Brown | Student |
| Betty Pate | Moon Middle School |
| Betty Hill | Parent |
| Loyce Willett | Central Office |
| Oliver Stripling | Central Office |
| Mary Helen Lillard | Orchard Park Center |
| John Brothers | Central Office |
| Ed Berry | Classen High School |
| Albert Carroline | Student |

## Employment

| Name | Position |
|---|---|
| Shirley Jackson | Parent |
| Hazel Brazell | Parent |
| Andre Francisco | Student |
| Sandra Shanker | Student |
| Diane Baker | Student |
| Dorothy Tucker | Northeast High School |
| Mava Moreland | Moon Middle School |
| Julia Schaefer | Westwood Elementary School |
| Ray Thompson | Capitol Hill High School |
| Hazel Smiley | Taft Middle School |

RS:g

# APPENDIX C

## FINAL EVALUATION SURVEY OF THE TITLE IX SEX DISCRIMINATION INSTITUTE

# TITLE IX SEX DISCRIMINATION INSTITUTE

## FINAL EVALUATION SURVEY

June, 1976

SEX DISCRIMINATION EVALUATION INSTRUMENT:

1. What goals/objectives/ purposes was your team specifically concerned with accomplishing? (Please list)

   a. Eliminate sex discrimination in the District.

   b. Develop awareness of Title IX regulations and the implications for necessary action.

   c. Develop a process for self-evaluation.

   d. Involve parents, teachers, students and administrators in the self-evaluation process.

   e. Complete the self-evaluation with remedial and affirmative action recommendations in the areas of:

      athletics
      curriculum and physical education
      employment
      guidance
      school activities

   f. Comply with Title IX requirements.

2. In what major areas has your district discovered sex discrimination problems?

   a. Employment

      (1) Use of masculine pronoun in personnel policies when referring to all employees.

      (2) Inadequate representation of women in administrative positions.

   b. Curriculum

      (1) Enrollment procedures not always open in accessibility.

      (2) Course descriptions, titles, and content emphases.

      (3) Locally produced text and supportive materials; ways to use commercial materials to eliminate sexism.

      (4) Grouping of students for instructional activities.

      (5) Equal access and enrollment in PE facilities.

c. Athletics

(1) Utilization of Grade A gym facilities.

(2) Standardization of starting times of selected girls' events.

(3) Press coverage and publicity for girls' sports.

(4) Equal access to facilities.

d. Guidance

(1) Sexist language and pictures in guidance materials.

(2) Graduation requirements.

e. Activities

(1) Sex ratios of club memberships.

(2) Wording of club constitutions.

3. What areas presented the most difficult problems? (Why?)

Curriculum because of:

(1) Multitude of materials.

(2) Means of collecting required data.

(3) Complexity of identifying sexism in instruction.

(4) Multitude of kinds of instructional situations.

(5) Subtleness of some kinds of discrimination.

Employment because of:

(1) Difficulty in obtaining relevant job market data.

(2) Documentation of current and past employment decisions.

4. Has your district taken affirmative efforts to correct policies, practices, and procedures in any of the Title IX areas? (Please list and discuss briefly.)

All policies, forms, and publications which were developed locally are presently being revised, and many revisions are complete. The District has adopted an affirmative action employment policy. The specific remedial recommendations in the five major reports (enclosed) will be implemented within the three-year period.

6. What is currently being done to alleviate any problems you discussed above to bring your school district into compliance with the Title IX regulations?

With completion of remedial recommendations by 1978, as indicated in the enclosed area reports ,by 1978, the District will be in compliance with Title IX requirements The District is currently finalizing plans to implement the self-study recommendations.

7. Has your district formulated an affirmative action plan to deal with long-term compliance with Title IX? (Or is such a plan in process?) Which?

In addition to remedial recommendations in each of the five areas, the present report states affirmative action policies in employment, curriculum, athletics, guidance, and activities. Those will provide long-range direction for Title IX.

8. How would you rate the efforts and success of your district in complying with Title IX?

According to the University of Oklahoma Consultative Center for Equal Educational Opportunity, Oklahoma City's Title IX program is "Excellent" and should serve as a model for districts of similar size in the southwest.

9. In relation to the goal of elimination of sex discrimination under Title IX, do you feel that any change has resulted in your school district from the work of your team? How much? (Please discuss.)

To eliminate sex discrimination, many changes have occurred in awareness, policies, procedures, and practices. These are indicated in the self-study results.

10. Did the members of your team cooperate in the achievement of stated team goals? (Please discuss any problems encountered.)

Yes, definitely, with no problems or conflicts.

11. How well do you feel your team has functioned in its task?

Effective and efficient.

12. Has your team been given the most cooperation possible in its efforts to bring your school district into compliance with Title IX by the following persons/groups? (In addition to yes/no as applicable, please number the following in accordance with a scale of "1 to 12" as most through least assistance received.)

1 * By your superintendent [✓ Yes] No

3 By your principal(s) [✓ Yes] No

4 By teachers [✓ Yes] No

2 By counselors [✓ Yes] No

2 By athletic directors and coaching staff X Yes ____ No

1 By activities directors X Yes ____ No

4 By students X Yes ____ No

4 By parents X Yes ____ No

1 By your board of Education X Yes ____ No

N/A By the Oklahoma Stare Department of Education N/A Yes ____ No

4 By community members, leaders, groups X Yes ____ No

1 By CCEP staff and materials X Yes ____ No

1 By (list any ommtted) Central Office Staff

*1: High, 13: Low. We couldn't agree on a prioritized list of 1-13.

13. Do you feel your skills and qualifications were used by the team to its greatest advantage in accomplishing its goals as you listed them above?

The skills and qualifications of the staff team were used most efficiently by the District's Title IX committees.

14. In what way(s), if any, do you feel your particular skills were not utilized to the best advantage of the task of the team?

Does not apply.

INSTITUTE EVALUATION

15. What are the Title IX Institute objectives, as you understand them?

The District team was well aware of these as furnished by the Institute.

16. Have you attended a training program which familiarized you with the requirements of Title IX and its implementing regulations? X Yes ____ No

17. Have you become consciously aware of specific sex discrimination problems, whether with relation to students or school employees, which you were unaware of prior to CCEP consultant workshops and contact with you or your school district? (Please list any specifics.)

Yes. See remedial recommendations, of which we were not aware before Institute workshops.

18. Has your attitude changed or altered with relation to sex discrimination since being made aware of Title IX requirements and in working to implement these regulations? (Please discuss in what way, or if not, why not?, etc)

Yes, a) More sympathetic to rights of minorities.

b) Greater understanding of subtleties of discriminatory actions.

c) Less concerned with opening doors for them or paying their way.

19. Please indicate the direction of attitude change with relation to sex discrimination/desegregation problems of your colleagues/co-workers since being made aware of Title IX. (Please discuss.)

More supportive of equal rights for women.

20. Have you notice any improvement in attitude or direct and open communication among school district administration/counselors/teachers/staff/students/parents/community with relation to sex inequality problems? (Please discuss.)

More open communication and understanding.

21. Has your team, school administration, or district actively solicited feedback and interaction among students/teachers/counselors/administrators/board members/parents/ and community? Among which of the above has most of the feedback been given/solicited? Which of the above initiated the interaction? (Please discuss.)

Yes. More than 150 persons have served on District committees from these groups. School and Central Office staffs have received most of the feedback.

22. Has your team/school/district fostered a supportive atmosphere in which to accomplish the changes required under Title IX legislation? (Please discuss.)

Yes, at all levels of the District.

23. Do you feel CCEO staff have been of assistance to your school district in preparation, development and implementation of Title IX compliance plans and sex desegregation?

Yes.

24. In what ways has CCEO staff been of assistance to your school district in preparation, development and implementation of Title IX compliance plans and sex desegregation?

This is included in the other questions.

25. Which CCEEO materials provided you with the most assistance in your efforts to comply with Title IX? (Please list, discuss.)

Yes, for each of the five planning committees. Specific recommendations for self-study components were provided to include:

Awareness materials
Criteria and guidelines
Checklists and tables
Materials from other districts

26. What type of CCEO assistance was most helpful to your school district in complying with Title IX? (Please be specific)

Consultation with knowledgeable persons, materials, workshops, and exchanges with other districts.

27. In what way(s) could CCEEO staff have been more helpful to your school district in its compliance effort ?

a) By not making self-study inferences beyond Title IX guidelines.

b) More help on how to evaluate a curriculum for sexism.

28. How could Institute materials or presentations be changed to be of greater assistance in meeting your Title IX compliance needs?

They are now rather adequate in almost all areas.

29. If there is a question you feel should have been addressed by this evaluation instrument, which was not, please state it and respond accordingly. (or, list any remarks/comments about the institute you would like to make.)

The Oklahoma City Public Schools can best be served if the District can be refunded.

# APPENDIX D

# ATHLETICS

# TITLE IX REPORT

## SEX DISCRIMINATION IN INTERSCHOLASTIC ATHLETICS

### I Area Of Investigation

Sex discrimination in interscholastic athletics

### II Items Included In The Area Under Investigation

1. Sports activities availability
    a. sports available to male students
    b. sports available to female students
    c. determination of interests and degree of accommodation
2. Facilities, equipment and supplies
    a. determination of the equality or inequity of equipment and supplies available for boys and girls interscholastic athletic programs
3. Organization of athletic activities
    a. facilities available for boys and girls practice sessions, organization of - -
    b. scheduling of facilities for practice
    c. scheduling of facilities for games
    d. the schedule of game times and days for boys and girls events
4. Opportunities to receive equal coaching
    a. coaches available for female sports
    b. coaches available for male sports
    c. coaches available for co-educational sports
    d. coaching salaries for boys and girls sports
5. Equality concerning publicity
    a. determine the adequacy or inadequacy of publicity for girls' interscholastic athletics as well as that for boys
    b. methods that may be utilized to work toward equity in publicity
6. Equality of travel and meals for boys and girls on trips
7. Awareness of sports that are available
    a. methods utilized or planned to be utilized to make students, especially girls, aware of athletic activities available to them.

### III Pertinent Information That Is Relative To This Area

1. The Oklahoma City Public Schools sponsored a rather extensive girls' interscholastic athletic program preceding the Title IX regulations. The program was not as highly organized as Title IX required.

2. The coaches affiliated with the girls' program at this time received no monetary remuneration for these coaching duties.

3. The first Title IX information was obtained by this school system during the 1972-73 school year.

4. Oklahoma City Public Schools commenced working toward meeting anticipated Title IX guidelines during the 1973-74 school year.

5. Reports pertaining to self evaluation indicate the Oklahoma City Schools system fulfills the major guidelines; however, it is lacking in specific minor areas which will be enumerated by school later in the report, with proposals as to the manner in which these inequalities will be eliminated.

6. A greater number of female students participated in the interscholastic athletic program during the 1975-76 school year than the previous 1974-75 year. Research data tables are included in this report to reveal the comparison.

7. The interscholastic athletic program extends from the middle school level (6, 7, & 8 grades) through the high school level (9, 10, 11, & 12 grades). We have no elementary interscholastic athletic program.

8. The intramural programs in the various schools are limited primarily due to the large amount of students being bused, thereby having no way to arrive early or remain after schools are dismissed.

9. The system now offers the following interscholastic athletic activities to designated sex and grade levels.

## High Schools

| Boys | Co-Educational | Girls |
|---|---|---|
| Football | Cross-Country | Softball |
| Basketball | Swimming | Basketball |
| Wrestling | Golf | Track |
| Baseball | Gymnastics | Tennis |
| Track | | |
| Tennis | | |

## Middle Schools

| Boys | Girls |
|---|---|
| Wrestling | Volleyball |
| Basketball | Basketball |
| Track | Track |

10. Coaches of comparable boys and girls sports are remunerated the identical amount of monies.

IV Data Obtained From:

1. Each of the individual twenty secondary schools within the system.
2. The eleven tables and questionnaires prepared by, "Resource Center On Sex Roles In Education" by Shirley McCune and Martha Mathewes for Title IX were completed by each of the 20 secondary schools.
3. Two additional questionnaires were devised by this system to acquire additional data.

V Analysis

The analysis revealed the present degree Title IX guidelines have been met, the descrepancies are noted later in this report by school; the intended method of correction pertaining to the individual problem by school is projected.

VI Interpretation Of Data

1. The majority of this system's schools are near compliance with Title IX guidelines considering pertinent data compiled and as these guidelines are understood by personnel involved.
2. A larger number of girls are becoming interested in the interscholastic athletic programs offered by the school system.
3. Few female instructors are employed or interested in employment as coaches at this time.
4. There is equal opportunity for both sexes to participate throughout the school year on an interscholastic athletic basis.
5. Certain activity practice schedules, grade facilities, and game starting times need alteration.
6. There is equal opportunity for women interested in coaching; however, for apparently no specific reason, few women seem to be interested or have been located who are qualified and interested in coaching a sport. This situation has been reflected very definitely in data and experiences of attempting to locate interested personnel.

## VII Conclusions, Recommendations

1. Remedial
    - a. the twenty secondary schools involved will be notified at the beginning of the school year 1976-77 of the specific descrepancies and inadequacies concerning Title IX guidelines, and that correction must be forthcoming.
    - b. the specific person responsible at each school will be asked to report periodically on progress that school is making toward total compliance.
    - c. the principal must check the existing situations concerning interscholastic athletic financial situations, sharing of certain facilities and equipment, and employment of personnel in relation to Title IX guidelines.
    - d. each school shall evaluate the surveys to determine if needs and interests of the student body are being met concerning interscholastic athletics.

2. Affirmative - - 1976-77
    - a. individual schools will begin taking affirmative action, formulating and implementing plans that will bring their individual school into compliance in areas where compliance is lacking.
    - b. reports will be made periodically by each school to the central office personnel in charge concerning the progress toward compliance.
    - c. affirmative action toward sufficiently financing, sharing of equipment and facilities should be commended by each school where this does not satisfy Title IX.
    - d. if there is revelation that the needs and interests of a certain segment of the student body is not being met, steps to do so should be implemented immediately to solve this discreptancy.
    - e. activities available must be brought to the attention of the students, especially the girls' interscholastic activities available to them.
    - f. a special effort must be made to develop additional interest among the female student body concerning interscholastic athletic activities.
    - g. an attempt will be made to locate and employ qualified female coaches.
    - h. additional publicity will be given the girl's sports program through methods of generating additional student body and patron interest.
    - i. certain practice times, facility grade practice times and game times will be regulated to offer boys and girls teams equal opportunity.

4

The 1976-77 school year

The affirmative plan calls for the Oklahoma City Public Schools to be in full compliance with Title IX guidelines concerning sex discrimination in interscholastic athletics by or before the end of school year 1977-78. The inequities previously noted will be reviewed before this deadline and if any need attention remedial action will be taken immediately.

## INEQUITY REPORT BY INDIVIDUAL HIGH SCHOOLS

Upon analyzation of the questionnaires and written reports from the twenty secondary schools involved, these inequities concerning Title IX requirements were noted as follows, by the individual school. Most of the discriminitory situations were found to be in generally the same areas in most instances.

### Capitol Hill

1. Few or no girls participating in the following co-educational sports.

   Swimming
   Cross Country
   Golf

According to the survey an appreciable number of girls indicated interest in these sports.

2. Inter school publicity of sports available to girls should be made more prevalent.

3. Girl's basketball game time should be changed to 6:30 p.m. from 5:30 p.m. on the nights the boys are also playing.

4. Girls should be allowed to use gym grade A. facility more for practice if desired.

5. Female sports should receive more publicity.

### Classen

1. Few girls participate in cross country and swimming which are co-educational, according to the survey. An appreciable number of girls indicated interest in these sports.

2. More publicity apparently should be given to the availabilty of these sports to girls.

3. Girls basketball starting times should be consistent, with games commenced at 6:30 on the nights when girls and boys games are played.

Douglass

1. Few or no girls participate in corss-country, swimming and golf.
2. More publicity that these activities are available to girls might be necessary.
3. Starting time for girls basketball games should be established at 6:30 p.m. on the nights boys and girls both play games.
4. An allocation is needed for girls team travel.
5. An attempt should be made to acquire more publicity for girls events through various news media.

U. S. Grant

1. No girls are going out for these co-educational sports. Cross-country and golf. There should be steps taken to encourage girls to participate. According to the survey there is sufficient interest in both sports.
2. Basketball practice sessions and game times must be regulated to meet Title IX requirements.
3. More press releases must be made concerning girls athletics.

John Marshall

1. At present no girls are participating in the co-educational sport golf. According to the survey a sufficient number indicates interest. Girls should be encouraged to try out for the golf team.
2. Girls basketball games must be arranged to be played systematically at a 6:30 p.m. starting time rather than a 5:30 p.m. starting time on the days there is a varsity boys game.
3. A practice schedule must be planned to enable the girls to work out part time in facility "A".

Northeast

1. More girls need to be encouraged to participate in the co-educational sports, cross-country and golf.
2. The starting time of girls basketball games should be set at 6:30 p.m. on days the boys also have a game.
3. Documentation of publicity and press coverage should be recorded for girls interscholastic athletics for the year 1976-77.

Northwest

1. Additional girls should be encouraged to participate in the co-educational sports, golf and cross-country.

2. This school did not complete and interst survey. This must be done.

3. Girls basketball games should be commenced at 6:30 p.m. on days when boys and girls have games.

4. Documentation should be furnished by the school indicating what has been done in an attempt to acquire qualified women coaches.

5. More emphasis should be placed on publicity concerning girls sports.

Southeast

1. No girls are apparently enrolled in the co-educational sports of cross-country and golf. Apparently, according to the survey there is sufficient interest and girls should be encouraged to participate.

2. The girls basketball games must commence at 6:30 p.m. on days when both boys and girls have home games.

3. More adjustment concerning time elements boys and girls utilize the "A" grade gymnasium for practice should be made.

Star Spencer

1. No girls are apparently going out for cross-country or golf which are co-educational teams. Inadequate documentation was obtained from this school concerning the interest among girls in these two sports. This documentation should be supplied.

2. Apparently on the survey dealing with table #4 the information was reversed for boys and girls. According to the interpretation the girls basketball games should commence at 6:30 p.m. instead of 6:00 p.m. on the days when boys and girls play home games.

3. The utilization of grade facility "A" for boys and girls basketball practice sessions must be somewhat equalized.

4. The table dealing with informing the girls of what activities are available and what methods are utilized to do so was not completed and must be supplied for documentary and informative purposes to determine if a discrepancy exists.

## INEQUITY REPORT BY INDIVIDUAL MIDDLE SCHOOLS.

The middle school interscholastic athletic program developed to a large degree during the beginning of Title IX planning. Therefore the discrepancies at this level within the Oklahoma City Public School system will be few, in that the many regulations and guidelines were anticipated. The middle schools completed the survey tables and discovered two areas that need some attention.

1. Certain schools needed to publicize the girls sports available more strongly.
2. There was a need to give the girls' interscholastic teams more and adequate recognition and publicity in the community.
3. Certain schools must change the arrangement to a degree concerning practice time in facility "A".

All of the middle school schedules and times for games are prepared by the central office Director of Athletics. This action standardizes the schedules and starting times of all boys and girls interscholastic athletics.

1974 - 75

OKLAHOMA CITY PUBLIC SCHOOLS

## Sports Participants in High Schools

| | Girls' Gymnastics | Boys' Gymnastics | Football | Wrestling | Boys' Basketball | Girls' Basketball | Girls' Golf | Boys' Golf | Cross Country | Boys' Track | Girls' Track | Boys' Tennis | Girls' Tennis | Girls' Swimming | Boys' Swimming | Baseball |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CAPITOL HILL | | | 130 | 40 | 35 | | | 8 | 7 | 30 | 18 | 7 | | | 18 | 40 |
| CLASSEN | 15 | 5 | 85 | 46 | 73 | 45 | | 10 | 8 | 50 | 30 | 13 | | | 18 | 28 |
| DOUGLASS | | | 131 | 23 | 52 | 23 | | 6 | 7 | 60 | 25 | 17 | 29 | | 35 | 40 |
| GRANT | | | 130 | 30 | 40 | 18 | | 14 | 19 | 45 | 38 | 16 | 16 | 6 | 20 | 95 |
| J. MARSHALL | 5 | 30 | 140 | 40 | 53 | 20 | 3 | 13 | 30 | 55 | 30 | 25 | 8 | 7 | 23 | 55 |
| NORTHEAST | | | 81 | 15 | 32 | 16 | 4 | 12 | | 34 | 27 | 29 | | 6 | 14 | 32 |
| NORTHWEST CLASSEN | | | 124 | 43 | 75 | 12 | 2 | 13 | 32 | 59 | 18 | 30 | 10 | 4 | 20 | 70 |
| SOUTHEAST | | 53 | 130 | 69 | 42 | 21 | | 13 | 16 | 52 | 24 | 19 | | | 11 | 59 |
| STAR SPENCER | | | 120 | 60 | 50 | 25 | | 18 | 13 | 31 | 20 | 27 | 9 | | | 33 |
| | | | | | | | | | | | | | | | | |
| TOTALS | 20 | 88 | 1121 | 366 | 452 | 180 | 9 | 107 | 132 | 416 | 230 | 183 | 72 | 23 | 159 | 452 |

NUMBER OF BOYS PARTICIPATING: 3,476

NUMBER OF GIRLS PARTICIPATING: 534

1975 - 76

# OKLAHOMA CITY PUBLIC SCHOOLS

## Sports Participation In High Schools

| | Football | | Cross Country | | Basketball | | Wrestling | | Swimming | | Track | | Baseball | | Softball | | Golf | | Tennis | | Gymnastics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| CAPITOL HILL | 130 | | 15 | | 25 | 28 | 40 | | 25 | | 35 | 35 | 40 | | | 38 | 8 | | 12 | 14 | | |
| CLASSEN | 74 | | 12 | 2 | 69 | 50 | 44 | | 10 | 1 | 22 | 20 | 17 | | | 35 | 6 | 6 | 18 | 9 | | |
| DOUGLASS | 211 | | 12 | | 60 | 25 | 20 | | 20 | 3 | 30 | 24 | 64 | | | 25 | 9 | 2 | 14 | 9 | | |
| GRANT | 150 | | 10 | | 60 | 50 | 40 | | 35 | 6 | 30 | 15 | 57 | | | 50 | 25 | | 25 | | | |
| J. MARSHALL | 160 | | 26 | 2 | 80 | 35 | 45 | | 31 | 10 | 35 | 40 | 70 | | | 30 | 18 | | 20 | 18 | 25 | 10 |
| NORTHEAST | 80 | | 8 | | 80 | 35 | 23 | | 12 | 6 | 29 | 13 | 38 | | | 16 | 20 | 1 | 10 | 8 | 15 | 18 |
| NORTHWEST CLASSEN | 110 | | 20 | | 35 | 30 | 30 | | 30 | 10 | 60 | 30 | 65 | | | 30 | 15 | 2 | 20 | 20 | | |
| SOUTHEAST | 130 | | 15 | | 40 | 20 | 60 | | | | 54 | 16 | 70 | | | 22 | 10 | 0 | 14 | 8 | | |
| STAR SPENCER | 160 | | | | 40 | 38 | 40 | | | 1 | 29 | 35 | 26 | | | 21 | 4 | | 10 | 12 | | |
| TOTALS | 1205 | | 118 | 4 | 439 | 311 | 324 | | 166 | 37 | 324 | 228 | 447 | | | 267 | 115 | 11 | 143 | 98 | 40 | 28 |

NUMBER OF BOYS PARTICIPATING: 3,321

NUMBER OF GIRLS PARTICIPATING: 984

## 1975 - 76

## MIDDLE SCHOOL ATHLETIC PARTICIPATION

| | Boys Basketball | Boys Wrestling | Boys Track | Girls Basketball | Girls Volleyball | Girls Track |
|---|---|---|---|---|---|---|
| CAPITOL HILL | 25 | 45 | 23 | 32 | 30 | 36 |
| EISENHOWER | 34 | 57 | 23 | 85 | 30 | 73 |
| HARDING | 53 | 51 | 80 | 35 | 20 | 150 |
| HOOVER | 55 | 93 | 220 | 100 | 100 | 250 |
| JACKSON | 16 | 28 | 12 | 24 | 30 | 24 |
| JEFFERSON | 43 | 38 | 50 | 40 | 35 | 46 |
| MOON | 35 | 50 | 40 | 30 | 30 | 35 |
| ROGERS | 75 | 52 | 200 | 250 | 175 | 192 |
| ROOSEVELT | 30 | 30 | 30 | 30 | 35 | 40 |
| TAFT | 100 | 30 | 50 | 75 | 30 | 45 |
| WEBSTER | 55 | 120 | 50 | 30 | 30 | 35 |
| TOTALS | 521 | 594 | 778 | 731 | 545 | 876 |

| | |
|---|---|
| NUMBER OF BOYS PARTICIPATING | 1,893 |
| NUMBER OF GIRLS PARTICIPATING | 2,152 |

| | Girls Gymnastics | Football | Girls Softball | Boys Cross Country | Girls Cross Country | Boys Basketball | Girls Basketball | Boys Swimming | Girls Swimming | Wrestling | Boys Track |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CAPITOL HILL | | 148.00 | 3.00 | 25.00 | 25.00 | 70.00 | 45.00 | 8.00 | 8.00 | 5.00 | 25.00 |
| CLASSEN | | 40.00 | 4.00 | 5.00 | | 45.00 | 51.50 | 4.00 | 4.00 | 10.00 | 15.00 |
| DOUGLASS | | 163.00 | | 1.00 | | 30.00 | 20.00 | 14.00 | 14.00 | 25.00 | 14.00 |
| GRANT | | 50.00 | 5.00 | 10.00 | | 20.00 | 20.00 | 16.00 | 16.00 | 20.00 | 10.10 |
| J. MARSHALL | 30.00 | 35.00 | 6.00 | 5.00 | 5.00 | 20.00 | 20.00 | 14.00 | 14.00 | 30.00 | 20.00 |
| NORTHEAST | 10.00 | 42.86 | 2.62 | 10.00 | 10.00 | 59.03 | 104.48 | 24.52 | 24.52 | 25.50 | 10.69 |
| NORTHWEST | | 125.00 | 30.00 | 55.00 | | 60.00 | 60.00 | 30.00 | 30.00 | 50.00 | 55.00 |
| SOUTHEAST | | 45.00 | 4.00 | 6.00 | 6.00 | 25.00 | 25.00 | | | 22.00 | 24.00 |
| STAR SPENCER | | 72.00 | 12.43 | | | 36.60 | 29.62 | | 10.00 | 23.60 | 15.25 |

Expenses per student - per sport - In High School

| Boys Basketball | Girls Basketball | Boys Swimming | Girls Swimming | Wrestling | Boys Track | Girls Track | Boys Tennis | Girls Tennis | Boys Golf | Girls Golf | Baseball | Boys Gymnastics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 00 | 45.00 | 8.00 | 8.00 | 5.00 | 25.00 | 25.00 | 8.00 | 10.00 | 24.00 | 24.00 | 25.00 | | |
| 00 | 51.50 | 4.00 | 4.00 | 10.00 | 15.00 | 12.00 | 12.00 | 12.00 | 10.00 | 10.00 | 30.00 | | |
| 00 | 20.00 | 14.00 | 14.00 | 25.00 | 14.00 | 16.00 | 23.33 | 30.00 | 15.00 | | 47.50 | | |
| 00 | 20.00 | 16.00 | 16.00 | 20.00 | 10.10 | 10.00 | 10.00 | | 10.00 | 10.00 | 20.00 | | |
| 00 | 20.00 | 14.00 | 14.00 | 30.00 | 20.00 | 15.00 | 10.00 | 10.00 | 10.00 | 10.00 | 20.00 | 20.00 | |
| 03 | 104.48 | 24.52 | 24.52 | 25.50 | 10.69 | 52.45 | 23.23 | 23.23 | 1.36 | 1.36 | 29.90 | 10.00 | |
| 00 | 60.00 | 30.00 | 30.00 | 50.00 | 55.00 | 55.00 | 50.00 | 50.00 | 15.00 | 15.00 | 30.00 | | |
| 30 | 25.00 | | | 22.00 | 24.00 | 22.00 | 5.00 | 5.00 | 5.00 | 10.00 | 15.00 | | |
| 0 | 29.62 | | 10.00 | 23.60 | 15.25 | 8.00 | 10.15 | 9.80 | 10.10 | | 44.45 | | |

nt - per sport - In High School

## OKLAHOMA CITY PUBLIC SCHOOLS

### Expenditure per student - per sport - In Middle Schools

| | Boys Wrestling | Boys Basketball | Boys Track | Girls Volleyball | Girls Basketball | Girls Track |
|---|---|---|---|---|---|---|
| CAPITOL HILL | 9.00 | 29.00 | 6.00 | 14.00 | 14.00 | 3.00 |
| EISENHOWER | 3.14 | 42.14 | .41 | 4.75 | 13.36 | .26 |
| HARDING | 41.82 | 32.23 | 8.00 | 1.40 | 20.53 | 16.00 |
| HOOVER | 0 | 17.40 | 2.40 | 0 | 8.70 | 18.37 |
| JACKSON | 6.05 | 6.25 | 0 | 4.62 | 10.91 | .50 |
| JEFFERSON | 4.00 | 6.00 | 1.69 | 2.72 | 38.40 | .40 |
| MOON | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 | 8.00 |
| ROGERS | average all sports<br>1.25 | | | average all sports<br>9.34 | | |
| ROOSEVELT | 10.76 | 18.66 | 7.98 | 5.34 | 14.27 | 2.20 |
| TAFT | 50.00 | 27.00 | 12.00 | 15.00 | 15.00 | 5.00 |
| WEBSTER | 8.59 | 6.50 | 2.16 | 17.49 | 15.36 | 3.16 |

Situations bringing about variables in this information would be number of games played, amount of transportation necessary, number and amount paid officials, security costs in certain instances. The type of equipment, materials, and supplies necessary for that sport, new or replacement uniforms bought for various teams.

# APPENDIX E

# COUNSELING

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

May 11, 1976

MEMORANDUM

TO: JESSE LINDLEY, ASSISTANT SUPERINTENDENT, INSTRUCTION
RON SCHNEE, COORDINATOR OF TITLE IX TASK FORCE COMMITTEES

FROM: VILLA RAE CARTER, CHAIRPERSON, TITLE IX COUNSELING COMMITTEE
JOE WALKER, COORDINATOR, GUIDANCE SERVICES K-12

SUBJECT: GUIDANCE SERVICES TITLE IX SURVEY DATA AND RECOMMENDATIONS FOR AFFIRMATIVE ACTION AND COMPLIANCE

In order that Guidance Services K-12 in the Oklahoma City Public Schools be in compliance with Title IX regulations and requirements, programs were devised and implemented within the scope and purpose of Guidance Services and Title IX guidelines.

Results of compliance survey documents relevant to all high schools, middle schools and special centers were submitted to Dr. Schnee and Title IX Regional Review Team as per our memo of April 28, 1976.

A thorough report with recommendations pertaining to Guidance Services K-12 and each high school, middle school and special center was submitted to you May 5, 1976. The gist of the cumulative report to you is as follows:

## STATED PURPOSE AND PHILOSOPHY OF GUIDANCE SERVICES K-12:

Guidance Services K-12 has and does follow the philosophy that educational needs of all students be met regardless of sex or ethnic origin.

## ACHIEVED AFFIRMATIVE ACTION AS PERTAINS TO GUIDANCE SERVICES LITERATURE:

All Guidance Services Guidelines K-12 have been rewritten and made completely free of sexual bias.

Graduation Requirements are presently being rewritten to meet Title IX requirements as pertains to sexual bias.

## RECOMMENDED AFFIRMATIVE ACTION PERTAINING TO HIGH SCHOOLS, MIDDLE SCHOOLS AND SPECIAL CENTERS:

Corrective measures for Title IX compliance for each individual school counselor and administrator have been made and returned to each individual school's designated Title IX counselor with a copy to the administrator.

The Chairperson for the Title IX Counseling Committee will achieve a reevaluation of each school during the school year 1976-77 in order that compliance may be assured in all areas where a deficiency is currently noted as pertains to guidance services.

The above needs and indicated Affirmative Action for compliance are documented in our report dated May 5, 1976. This report reflects survey instruments, areas and literature surveyed, noted deficiencies and recommendations for Affirmative Action.

VRC:JW/gc

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

April 28, 1976

# MEMORANDUM

TO: RON SCHNEE, ADMINISTRATIVE ASSISTANT

FROM: VILLA RAE CARTER, TITLE IX COUNSELING COMMITTEE CHAIRMAN
JOE WALKER, COORDINATOR, GUIDANCE SERVICES K-12

SUBJECT: TITLE IX COUNSELING COMMITTEE COMPONENT OVERVIEW

In order that Guidance Services K-12 in the Oklahoma City Public Schools be in compliance with Title IX regulations and requirements, programs have been devised and implemented within the scope and purpose of Guidance Services and Title IX guidelines.

Guidance Services K-12 has and does follow the philosophy that educational needs of all students be met regardless of sex or ethnic origin. In order to ensure compliance and/or determine needs areas, "information achieving instruments" were devised and implemented in each school by a Title IX oriented guidance counselor. Literature relevant to guidance counseling and guidance practices were covered in the studies as listed below and attached.

VRC:JW/gc

Attachments:
1. Survey for Sex Discrimination in Guidance Counseling literature K-12.
2. Guidance Practices: High School, Middle School and Special Centers.
3. Areas noted for needed improvement as indicated by the survey.

Note: Total data achieved relevant to each individual school and school counselor on file with Guidance Services K-12, Room 315, Central Administration Building.

December 8, 1975

*Your responsibility as a Title IX Counseling Committee Person evaluating Guidance Services K-12.*

PLEASE COMPLY WITH THE FOLLOWING INSTRUCTIONS AND BRING TO THE NEXT MEETING.

Your occupation: All designated Title IX Counselors

I have read the following materials and have noted expressions of bias as listed:

1. *"Guidance Services K-12 Guidelines"* -

   No expressions of sexual bias were noted.

2. *"Developmental Elementary Guidance Guidelines"* -

   Page 1 -- line 1
   Page 4 -- line 8
   ESAA Page 3 -

3. *"Developmental Guidance and Counseling Programs in the Oklahoma City Middle Schools"* -

   Page 3 -- line 27 & 28
   Page 8 -- line 22

4. *"Developmental Guidance and Counseling Programs in the Oklahoma City High Schools"* -

   Page 6 -- item #3
   Page 8 -- #1
   Page 9 -- Category F (entire # is sexist)

5. *"Group Guidance"* -

   Page 1 -- line 7
   Page 2 -- line 6, 11, 12, 13, 14
   Page 3 -- line 1, 3
   Page 6 -- #6, line 6; #1, line 7
   Page 8 -- #1

Note any other discriminatory materials that you have observed relevant to counseling of students in the Oklahoma City Public Schools:

| MATERIALS | DISCRIMINATION NOTED |
|---|---|
| Foster Estes Area Vocational-Technical Center | Whole front page revision.<br>Dental office assistant<br>1. line 7<br>2. line 4<br>3. line 3 |
| Graduation Requirements | #1 -- line 2<br>#5 -- c<br>#6 -- a<br>#9 -- a |

Note any counseling practices which you have observed or know about that are sexually biased in the following areas: curriculum, athletics, counseling, employment, and extracurricular activities.

| SITUATION AREA | APPARENT BIASES |
|---|---|
| Athletics | Sex discriminations |
| P.E. | Boys & Girls |
| Boys Home EC | Boys only |
| Boys "O" Club | Boys only |
| Girls "O" Club | Girls only |
| Pep Club | Girls only |
| Rally Club | Boys only |

ATTACHMENT #2 -- Page 1
GUIDANCE PRACTICES SURVEY
HIGH SCHOOLS

CAPITOL HILL HIGH
CLASSEN
DOUGLASS
U.S. GRANT
JOHN MARSHALL
NORTHEAST
NORTHWEST CLASSEN
SOUTHEAST
STAR SPENCER

## Guidance Services
## TITLE IX COMPLIANCE SURVEY

March 17, 1976

SCHOOL: 9 of 9 Schools Reporting

COUNSELOR: 39 of 39 Counselors Responding
15 - Male Counselors
24 - Female Counselors

Counselors;

In order to achieve required "numbers data" for Title IX Compliance, please utilize the following form to acquire a "random sample" of counselor activities for the time span stated.

Time Span: March 29 through April 9, 1976

Number of Counseling Contacts:

| | Male | Female |
|---|---|---|
| Individual | 2512 | 2240 |
| Group | 2239 | 2284 |

Source of initiation of contacts:

| | Male | Female |
|---|---|---|
| Counselor Request | 940 | 797 |
| Student Self Referral | 1227 | 1210 |
| Teacher Referral | 287 | 179 |
| Administrative Referral | 135 | 86 |
| Parental Referral | 130 | 130 |
| Other | 102 | 120 |

Nature of Counseling Contacts:

| | Male | Female |
|---|---|---|
| Routine Enrollment or Course Selection | 512 | 432 |
| Test Information and/or Testing | 745 | 777 |
| Academic Counseling | 890 | 762 |
| Personal Counseling | 495 | 508 |
| Contacts referred by administration relative to discipline | 129 | 75 |
| Number of referrals to outside agencies | 61 | 63 |

## Building Counselors

1. Have you familiarized yourself with the implications of Title IX requirements for nondiscrimination in the counseling process, in counseling instruments and their use, and in counseling materials? Yes 38 No 0

2. Have you reviewed records of your counseling contacts by sex of student, source of initiation, and nature of contact, to identify possible evidence of sex bias in the provision of counseling services? Yes 36 No 2

3. Do you encourage all students to make academic, career and personal decisions on the basis of individual abilities, interests and values rather than on the basis of sex? Yes 38 No 0

4. Have you reviewed all counseling instruments used in your school to determine sources of sex bias? Yes 29 No 9

5. Have you familiarized yourself with and applied techniques for the nondiscriminatory administration and interpretation of counseling instruments used in your school? Yes 33 No 5

6. Have you reviewed all counseling materials used in your counseling programs or activities for sources of sex bias and modified these materials where necessary to achieve compliance with Title IX? Yes 28 No 9

7. Have you submitted to your building administrator or supervisor information concerning any instances of sex discrimination that you have identified in counseling policies or practices, in counseling instruments, or in counseling materials? Yes 21 No 17

CAPITOL HILL HIGH
CLASSEN
DOUGLASS
U.S. GRANT
JOHN MARSHALL
NORTHEAST
NORTHWEST CLASSEN
SOUTHEAST
STAR SPENCER

Guidance Services
TITLE IX COMPLIANCE SURVEY

March 17, 1976

SCHOOL: 9 of 9 Schools Reporting PRINCIPAL: 9 of 9 Principals Responding

## Guidance-Counseling Related Programs

*Work with your administrator in answering the following questions.*

Building Administrators (Principals)

1. Has a policy directive regarding the specific implications of Title IX for counseling policies and practices, counseling instruments, and counseling materials been developed and disseminated to all counselors/members of the counseling staff? Yes 8 No 1

2. Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify in counseling policies or practices, counseling instruments and counseling materials? Yes 7 No 2

3. Have records of counseling contacts for the current school year (or, if these records are unavailable, of a sample two-week period) been reviewed to identify possible differential provision of student counseling services on the basis of sex? Yes 9 No 0

4. Have all counselors received information and/or training regarding the nondiscriminatory use and interpretation of tests and counseling instruments administered by the school? Yes 9 No 0

5. Have you prepared the following and submitted them to the central administration according to specified format and timelines:

   a. Assurances of review of all school policies and program plans relating to the provision of counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes 9 No 0

b. Assurances of review of all descriptive materials relating to school counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes 9 No ___

c. Assurances of review of all manuals, procedural guidelines or other documents pertaining to the responsibilities/job functions of counseling personnel and modification where necessary to ensure compliance with Title IX? Yes 9 No ___

d. Assurances of review of all counseling and testing instruments (and procedures for their use) and modification where necessary to ensure compliance with Title IX? Yes 9 No ___

e. Assurances of review of all counseling materials and modification where necessary to ensure compliance with Title IX? Yes 9 No ___

f. Assurances of review of all course enrollments by sex and a description of procedures used to ensure that course enrollments found to be disproportionate (which are 70% or above students of one sex) are not due to sex discrimination in counseling or counseling materials? Yes 9 No ___

CAPITOL HILL MIDDLE
MOON
EISENHOWER
HARDING
HOOVER
JACKSON
JEFFERSON
ROGERS
ROOSEVELT
TAFT
WEBSTER

## Guidance Services
## TITLE IX COMPLIANCE SURVEY

March 17, 1976

SCHOOL: 11 of 11 Schools Reporting

COUNSELOR: 27 of 27 Counselors Responding
10 - Male Counselors
17 - Female Counselors

Counselors;

In order to achieve required "numbers data" for Title IX Compliance, please utilize the following form to acquire a "random sample" of counselor activities for the time span stated.

Time Span: March 29 through April 9, 1976

Number of Counseling Contacts:

| | Male | Female |
|---|---|---|
| Individual | 2223 | 2209 |
| Group | 1052 | 1035 |

Source of initiation of contacts:

| | Male | Female |
|---|---|---|
| Counselor Request | 693 | 596 |
| Student Self Referral | 764 | 1008 |
| Teacher Referral | 644 | 517 |
| Administrative Referral | 135 | 183 |
| Parental Referral | 133 | 120 |
| Other | 85 | 86 |

Nature of Counseling Contacts:

| | Male | Female |
|---|---|---|
| Routine Enrollment or Course Selection | 323 | 326. |
| Test Information and/or Testing | 527 | 433 |
| Academic Counseling | 498 | 412 |
| Personal Counseling | 490 | 642 |
| Contacts referred by administration relative to discipline | 295 | 239 |
| Number of referrals to outside agencies | 29 | 30 |

## Building Counselors

1. Have you familiarized yourself with the implications of Title IX requirements for nondiscrimination in the counseling process, in counseling instruments and their use, and in counseling materials? Yes 27 No 0

2. Have you reviewed records of your counseling contacts by sex of student, source of initiation, and nature of contact, to identify possible evidence of sex bias in the provision of counseling services? Yes 24 No 3

3. Do you encourage all students to make academic, career and personal decisions on the basis of individual abilities, interests and values rather than on the basis of sex? Yes 27 No 0

4. Have you reviewed all counseling instruments used in your school to determine sources of sex bias? Yes 18 No 9

5. Have you familiarized yourself with and applied techniques for the nondiscriminatory administration and interpretation of counseling instruments used in your school? Yes 27 No 0

6. Have you reviewed all counseling materials used in your counseling programs or activities for sources of sex bias and modified these materials where necessary to achieve compliance with Title IX? Yes 20 No 7

7. Have you submitted to your building administrator or supervisor information concerning any instances of sex discrimination that you have identified in counseling policies or practices, in counseling instruments, or in counseling materials? Yes 22 No 5

CAPITOL HILL MIDDLE
MOON
EISENHOWER
HARDING
HOOVER
JACKSON
JEFFERSON
ROGERS
ROOSEVELT
TAFT
WEBSTER

## Guidance Services
## TITLE IX COMPLIANCE SURVEY

March 17, 1976

SCHOOL: 11 of 11 Schools Reporting PRINCIPAL: 11 of 11 Principals Responding

COUNSELOR: ____________________________

### Guidance-Counseling Related Programs

*Work with your administrator in answering the following questions.*

Building Administrators (Principals)

1. Has a policy directive regarding the specific implications of Title IX for counseling policies and practices, counseling instruments, and counseling materials been developed and disseminated to all counselors/members of the counseling staff? Yes 9 No 2

2. Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify in counseling policies or practices, counseling instruments and counseling materials? Yes 6 No 5

3. Have records of counseling contacts for the current school year (or, if these records are unavailable, of a sample two-week period) been reviewed to identify possible differential provision of student counseling services on the basis of sex? Yes 10 No 1

4. Have all counselors received information and/or training regarding the nondiscriminatory use and interpretation of tests and counseling instruments administered by the school? Yes 11 No 0

5. Have you prepared the following and submitted them to the central administration according to specified format and timelines:

   a. Assurances of review of all school policies and program plans relating to the provision of counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes 10 No 1

b. Assurances of review of all descriptive materials relating to school counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes 10 No 1

c. Assurances of review of all manuals, procedural guidelines or other documents pertaining to the responsibilities/job functions of counseling personnel and modification where necessary to ensure compliance with Title IX? Yes 9 No 2

d. Assurances of review of all counseling and testing instruments (and procedures for their use) and modification where necessary to ensure compliance with Title IX? Yes 10 No 1

e. Assurances of review of all counseling materials and modification where necessary to ensure compliance with Title IX? Yes 10 No 1

f. Assurances of review of all course enrollments by sex and a description of procedures used to ensure that course enrollments found to be disproportionate (which are 70% or above students of one sex) are not due to sex discrimination in counseling or counseling materials? Yes 10 No 1

ADULT EDUCATION CENTER
CARVER CENTER
FOSTER ESTES VOC-TECH
ORCHARD PARK
WASHINGTON CENTER

Guidance Services
TITLE IX COMPLIANCE SURVEY

March 17, 1976

SCHOOL: 5 of 5 Centers Reporting

COUNSELOR: 6 of 6 Counselors Responding
1 - Male Counselor
5 - Female Counselors

Counselors;

In order to achieve required "numbers data" for Title IX Compliance, please utilize the following form to acquire a "random sample" of counselor activities for the time span stated.

Time Span: March 29 through April 9, 1976

Number of Counseling Contacts:

| | Male | Female |
|---|---|---|
| Individual | 196 | 285 |
| Group | 21 | 89 |

Source of initiation of contacts:

| | Male | Female |
|---|---|---|
| Counselor Request | 36 | 52 |
| Student Self Referral | 82 | 145 |
| Teacher Referral | 43 | 44 |
| Administrative Referral | 16 | 14 |
| Parental Referral | 7 | 31 |
| Other | 18 | 17 |

Nature of Counseling Contacts:

| | Male | Female |
|---|---|---|
| Routine Enrollment or Course Selection | 73 | 162 |
| Test Information and/or Testing | 24 | 14 |
| Academic Counseling | 62 | 54 |
| Personal Counseling | 43 | 70 |
| Contacts referred by administration relative to discipline | 8 | 13 |
| Number of referrals to outside agencies | 3 | 2 |

## Building Counselors

1. Have you familiarized yourself with the implications of Title IX requirements for nondiscrimination in the counseling process, in counseling instruments and their use, and in counseling materials? Yes 6 No 0

2. Have you reviewed records of your counseling contacts by sex of student, source of initiation, and nature of contact, to identify possible evidence of sex bias in the provision of counseling services? Yes 5 No 0

3. Do you encourage all students to make academic, career and personal decisions on the basis of individual abilities, interests and values rather than on the basis of sex? Yes 6 No 0

4. Have you reviewed all counseling instruments used in your school to determine sources of sex bias? Yes 6 No 0

5. Have you familiarized yourself with and applied techniques for the nondiscriminatory administration and interpretation of counseling instruments used in your school? Yes 5 No 0

6. Have you reviewed all counseling materials used in your counseling programs or activities for sources of sex bias and modified these materials where necessary to achieve compliance with Title IX? Yes 5 No 1

7. Have you submitted to your building administrator or supervisor information concerning any instances of sex discrimination that you have identified in counseling policies or practices, in counseling instruments, or in counseling materials? Yes 5 No 1

ADULT EDUCATION CENTER
CARVER CENTER
FOSTER ESTES VOC-TECH
ORCHARD PARK
WASHINGTON CENTER

Guidance Services
TITLE IX COMPLIANCE SURVEY

March 17, 1976

SCHOOL: 5 of 5 Centers Reporting PRINCIPAL: 5 of 5 Principals Responding

COUNSELOR: ____________________

## Guidance-Counseling Related Programs

*Work with your administrator in answering the following questions.*

Building Administrators (Principals)

1. Has a policy directive regarding the specific implications of Title IX for counseling policies and practices, counseling instruments, and counseling materials been developed and disseminated to all counselors/members of the counseling staff? Yes 4 No 0

2. Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify in counseling policies or practices, counseling instruments and counseling materials? Yes 3 No 1

3. Have records of counseling contacts for the current school year (or, if these records are unavailable, of a sample two-week period) been reviewed to identify possible differential provision of student counseling services on the basis of sex? Yes 4 No 0

4. Have all counselors received information and/or training regarding the nondiscriminatory use and interpretation of tests and counseling instruments administered by the school? Yes 4 No 0

5. Have you prepared the following and submitted them to the central administration according to specified format and timelines:

   a. Assurances of review of all school policies and program plans relating to the provision of counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes 4 No 0

b. Assurances of review of all descriptive materials relating to school counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes 4 No 0

c. Assurances of review of all manuals, procedural guidelines or other documents pertaining to the responsibilities/job functions of counseling personnel and modification where necessary to ensure compliance with Title IX? Yes 4 No 0

d. Assurances of review of all counseling and testing instruments (and procedures for their use) and modification where necessary to ensure compliance with Title IX? Yes 4 No 0

e. Assurances of review of all counseling materials and modification where necessary to ensure compliance with Title IX? Yes 4 No 0

f. Assurances of review of all course enrollments by sex and a description of procedures used to ensure that course enrollments found to be disproportionate (which are 70% or above students of one sex) are not due to sex discrimination in counseling or counseling materials? Yes 3 No 0

## AREAS NOTED FOR NEEDED IMPROVEMENT

### Literature Survey

The materials as itemized on the literature survey (Attachment #1) as being sexually biased are presently being revised in order that there be no reflection of sexual bias. These publications are:

"Guidance Services K-12 Guidelines"
"Developmental Elementary Guidance Guidelines"
"Developmental Guidance and Counseling Programs in the Oklahoma City Middle Schools"
"Developmental Guidance and Counseling Programs in the Oklahoma City High Schools"
"Group Guidance"
"Graduation Requirements"
"Foster Estes Area Vocational-Technical Center" brochure

### Guidance Practices Survey

The Guidance Practices Survey (Attachment #2) completed by all high school, middle school and special center counselors and principals reflects the following needs for positive action as expressed on survey forms completed by individual counselors and principals.

High Schools - Guidance Practices Survey (Attachment #2)

Page 2 - Building Counselors questionnaire

Item 2 - 2 counselors
Item 4 - 9 counselors
Item 5 - 5 counselors
Item 6 - 9 counselors
Item 7 - 17 counselors

Page 3 - Building Principals questionnaire

Item 1 - 1 principal
Item 2 - 2 principals

Middle Schools - Guidance Practices Survey (Attachment #2)

Page 6 - Building Counselors questionnaire

Item 2 - 3 counselors
Item 4 - 9 counselors
Item 6 - 7 counselors
Item 7 - 5 counselors

Page 7 - Building Principals questionnaire

Item 1 - 2 principals
Item 2 - 5 principals
Item 3 - 1 principal
Item 5a - 1 principal

Page 8 - Building Principals questionnaire

Item 5b - 1 principal
Item 5c - 2 principals
Item 5d - 1 principal
Item 5e - 1 principal
Item 5f - 1 principal

Special Centers - Guidance Practices Survey (Attachment #2)

Page 10 - Building Counselors questionnaire

Item 6 - 1 counselor
Item 7 - 1 counselor

Page 11 - Building Principals questionnaire

Item 2 - 1 principal

# APPENDIX F

## CURRICULUM &
## PHYSICAL EDUCATION

## AREA OF INVESTIGATION: CURRICULUM & PHYSICAL EDUCATION

### Introduction

Recent changes in our society have brought about a new emphasis on the rights, roles and responsibilities of women and men. With these changes have come new attitudes relating to the acceptance of occupational choices, development of interests and abilities, altered organizational patterns and new or redefined legislation. Public education has been affected by the new perspectives as much as any institution.

### Legislation

Legislation, at all levels, has been enacted which reflects the new perceptions relating to the sex roles of both women and men. On the national level, Title IX of the Education Amendments of 1972, Section 901, prohibits discrimination based on sex. It states in part:

> No person in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...

The Oklahoma City Board of Education, on February 17, 1975, adopted a Human Relations Policy for the Oklahoma City School System which states in part:

> The Oklahoma City School System is committed to the concept that every individual is entitled to full dignity, respect and value; and that this concept must be translated into reality by deliberate efforts of the employees of this system. Such efforts will emphasize:
>
> > The creation of a learning and working environment which insures the full development of human potential and respect for the worth and dignity of each individual;
> >
> > The recognition and understanding of the dehumanizing effects of bias, prejudicial attitudes and discriminatory behavior;
> >
> > The promotion and protection of human and civil rights of all persons by striving toward the prevention and elimination of hostility, apathy, distrust, inequality, inequity, sex discrimination and racism;...

In addition, the Oklahoma City Board of Education, on December 1, 1975, adopted a Statement of Purpose for the Oklahoma City School System which states in part:

> Within the framework of State Statutes and federal educational guidelines, recognizing constitutional guarantees, obligations responsibilities...the Oklahoma City School System has as

> its general purpose to provide an educational environment in which pupils may...become optimally-functioning mature members of our society...Skills and concepts must include concerns for self-realization...

An administrative Statement of Nondiscrimination on Basis of Sex, Title IX was disseminated to all employees of the Oklahoma City School System on October 13, 1975, which stated in part:

> The Oklahoma City School District does not discriminate on the basis of sex in the educational programs or activities which it operates...

## Narrative

The Title IX Curriculum subcommittee was formed with its first called meeting on January 14, 1976. The following five assignments were made:

| | Component | Chairperson |
|---|---|---|
| 1. | Physical Education | Loyce Willett |
| 2. | Vocational Education | Virginia Lamb |
| 3. | General Education | Joe Hodges |
| 4. | Area Vocational Technical Center | Wayne Earnest |
| 5. | Alternative Schools, Suspensions, Dress and Hair Codes, and Marital and Parental Status of Students | Ed Berry |

The Curriculum subcommittee chairperson, Jerry Rippetoe, Curriculum Director, charged each component chairperson with developing and conducting a Title IX self-evaluation in their particular area for the School District. See Appendix A.

Because of the similarities of the Physical Education, Vocational Education and General Education components, the chairpersons of these three areas worked jointly in designing and implementing the model for self-evaluation. The model which was utilized contains the following five steps:

1. Develop awarenesses of Title IX implications;
2. Identify pertinent data to be gathered;
3. Collect pertinent data;
4. Analyze and interpret data gathered; and
5. Write remediation recommendations.

After studying Title IX regulations, numerous materials from the Consultative Center for Equal Educational Opportunity at the University of Oklahoma, Charles G. Lane's Self Evaluation - A Guide for Local Educational Agencies training kit, and the Los Angeles Unified School District's 1975 publication the component chairpersons determined the data to be collected.

Considering both the spirit and the letter of Title IX regulations, committees were formed and the following data to be used by the evaluation committees were gathered:

1. 1975-76 preenrollment forms from all high schools;
2. Copy of all middle and high school 1975-76 schedules;
3. Copies of all course descriptions;
4. Copies of all course titles;

## REPORT

## PHYSICAL, VOCATIONAL AND GENERAL EDUCATION COMPONENTS

The following structure is used for the organization of this part of the report:

1. Enrollment and Course Offerings
    a. open enrollment/equal access
    b. required courses
    c. course counseling
    d. course emphasis (description and content)
2. Methods of Conducting Educational/Instructional Activities
    a. addressing students
    b. grouping
    c. sex stereotyping
    d. role expectations
3. Curriculum and Instructional Materials
    a. differentiated and stereotyped roles
    b. references and illustrations
    c. role models
    d. evaluation and adoption procedures/criteria
    e. use of facilities
4. Miscellaneous
    a. general areas not previously covered

# SECTION I

## ENROLLMENT AND COURSE OFFERINGS

Enrollment in classes, with the exception of some Competitive Athletics and classes in Sex Education, must be open to students of either sex. This requirement assures equal educational and vocational opportunities and the development of the uniqueness of each student as an individual. In addition, students of one sex shall not be required to enroll in a particular course or class unless students of the opposite sex are also required to enroll in the same course or class.

Open enrollment, as a policy, is the letter of the law for public schools to follow. The spirit of the law, however, indicates that some courses or programs perhaps have been attended primarily by students of one sex because of previous stereotyping. In order for courses such as Home Economics, Shop, etc. to significantly change in enrollment schools and personnel will need to actively encourage coeducational participation and course descriptions, content and titles may need to be modified in some instances.

The emphasis is that enrollment choices by students should be made strictly on the basis of personal interests and abilities.

| Item | | Situation | | Remediation for 1976-77 |
|---|---|---|---|---|
| | | **General Curriculum** | | |
| I. Enrollment and Course Offerings | | | | |
| A. Open enrollment/equal access | | | | |
| a. sex control code | I.A.1. | On the 1975-76 Master Schedule List, one high school has 2 sections of U. S. History II and 2 sections of U. S. History III coded as "1" courses (open to males only). See Appendix G. | I.A.1.1. | The enrollment code for these courses should be changed to either a "0" or a "3" code. |
| | I.A.2. | On the 1975-76 IBM Master Schedule List, two high schools and 1 middle school list vocal music courses coded as "1" courses (open to males only). See Appendix G. | I.A.2.1. | The enrollment code for these courses should be changed to a "0" code.<br>Also see Remediation I.D.2.1. |
| | I.A.3. | On the 1975-76 IBM Master Schedule List, three high schools and three middle schools list vocal music courses coded as "2" courses (open to females only). See Appendix G. | I.A.3.1. | The enrollment code for these courses should be changed to a "0" code.<br>Also see Remediation I.D.2.1. |
| B. Required courses | I.B.1. | The data collected indicated either no areas of noncompliance or are contained in other sections. See Physical Education I.B.2; Vocational Education I.B.3. | | No Remediation. |
| C. Course counseling | | | | |
| a. courses offered by teacher and/or counselor approval | I.C.1. | On the 1976-77 Student Pre-Enrollment forms, eight of the nine high schools offer courses by teacher or counselor approval in the following | I.C.1.1. | A procedure for developing specific criteria for any course offered by teacher or counselor approval should be devised by the |

| | | | | |
|---|---|---|---|---|
| | | content areas: Language Arts, Math, Music, Vocational Education, Art, Home Economics, Science, Physical and Safety Education, Business Education, Industrial Arts or Special Services and Miscellaneous. No uniform and stated criteria was identified which determines student access and selection to these classes. | | Central Office's Instruction Division. The criteria should guarantee that sex discrimination does not occur. The procedure should be disseminated and explained to all high school principals to be used with total building staffs. |
| b. imbalance in enrollment | I.C.2. | Eight of nine high schools listed courses which contain a predominance of students of one sex. The number of classes per school ranged from 57 to 130. Six of eleven middle schools also reported courses with an imbalance. The number of classes per school ranged from 1 to 56. The elementary schools reporting imbalances such as 11 of the 13 fifth-year centers, listed Special Interest classes, i.e. Boy Scouts, Woodwork, Creative Dance, etc. | I.C.2.1. | The Central Office should prepare and disseminate to all employees a policy statement/directive which affirms the right of every student to equal access to all courses without regard to sex. |
| | | | I.C.2.2. | The Instruction Division should develop forms, procedures and guidelines for the submission of an annual review by building principals to report the following:<br>a. assurances of sex nondiscrimination in any building policies governing student access to and instruction in all courses;<br>b. assurances of sex nondiscrimination in all procedures and criteria used for determining access to or assignment of students to classes;<br>c. assurances of sex nondiscrimination of all descriptive materials relating to course access or selection, i.e. student han[illegible]oks, catalogues, enr[illegible]ent forms, |

schedules, etc.

d. assurances of sex nondiscrimination in all course and curriculum guidelines in use;

e. assurances of sex nondiscrimination in all course enrollments including a description of procedures used to ensure that all course enrollments found to be disproportionate are not due to sex discrimination;

f. assurances of building level implementation of a follow-up to District programs designed to improve awarenesses and understandings of Title IX and its implications with the entire building staff including a description of activities, dates, persons involved, etc.

Also see Remediations III.A.2.2 and IV.A.1.1.

g. assurances that procedures and criteria for the determining of Special Interest classes or programs is nondiscriminatory. Also included should be assurances of an annual review that procedures and criteria for student assignment to these classes or programs is nondiscriminatory.

Also see Remediations I.C.1.1; II.C.1.1 and II.D.1.1.

h. assurances that all policy directives regarding Title IX have been disseminated to the entire building staff;

i. assurances that the building administrator has provided a procedure for all building personnel to submit information concerning any instances of sex discrimination that they may identify in policies, practices or materials;

j. assurances that each building staff member has familiarized themself with the implications for nondiscrimination regarding student access to classes, materials used in instruction and instructional techniques used in the educational environment for which each has responsibility;

k. assurances that each staff member has reviewed and reported to the building administrator any instances of sex discrimination in any policies, practices, procedures, criteria or materials regarding student access to courses; and

l. assurances [illegible] each

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  | staff member has reviewed and reported to the building administrator: any instances of sex discrimination or stereotyping in course titles, descriptions or content; class enrollments where students of one sex comprise 70% or more of the students enrolled; any instructional materials to be used which are sexually discriminatory or stereotypic; and any instance of sex stereotyping occuring in instructional techniques or procedures used in the educational environment. |
| D. Course emphasis |  |  |  |  |
| a. general courses | I.D.1. | No adequate procedure for the evaluation of program philosophies, course content(s), course descriptions and/or course emphases regarding sexism seems to exist in specifics (criteria, process, etc.) | I.D.1.1. | The Curriculum Department should develop and implement an evaluation procedure to determine any instances of sexism in program philosophies, course content(s), course descriptions or course emphases and make any necessary revisions. |
| b. vocal music | I.D.2. | All nine high schools and four of the eleven middle schools either have listed on their IBM Master Schedule, have listed on their Pre-Enrollment form or reported classes in at least some of the following: Girls Glee Club I and II;<br>Advanced Girls Glee Club;<br>Boys Glee [illegible]b I and II; | I.D.2.1. | The Curriculum Department should revise, following the I.D.1.1 evaluation, any course titles, descriptions, content(s) and/or emphases so gender terms, sex stereotypic emphases or discriminatory interpretations are removed. |

Girls Chorus; Boys Chorus; or Mixed Chorus. Enrollment as to regulation 86.34 states enrollment can not be on the basis of the sex of the student but rather must be on basis of voice range.

## Physical Education Curriculum

| | | | | |
|---|---|---|---|---|
| I. Enrollment and Course Offerings | | | | |
| A. Open enrollment/equal access | | | | |
| a. sex control code | I.A.4. | All elementary school physical education programs are coeducational. | | No Remediation |
| | I.A.5. | All fifth-year center physical education programs are coeducational. | | No Remediation |
| | I.A.6. | All nine high schools and all eleven middle schools segregate physical education classes by the sex of the student. Each high school and eight middle schools enroll students in physical education classes coded for enrollment as either a "1" (open to males only) or as a "2" (open to females only) course. Each of the above cited instances also list courses in Girls Physical Education and Boys Physical Education. See Appendix G and A. | I.A.6.1. | See Remediation I.A.1.1 and I.D.2.1. |
| B. Required Courses | I.B.2 | Participation in physical education is required at all levels (elementary, middle and high school). Middle schools and high schools have segregated physical education programs and/or classes. See I.A.6. | I.B.2.1. | See Remediations I.A.1.1 and I.D.2.1. |

| | | | | |
|---|---|---|---|---|
| C. Course counseling | I.C.3. | See I.C.1 and I.C.2 | I.C.3.1. | See Remediation I.C.1.1; I.C.2.1 and I.C.2.2. |
| D. Course emphasis | I.D.3. | See I.D.1. | I.D.3.1. | See Remediation I.D.1.1; I.D.2.1. |

## Vocational Education Curriculum

| | | | | |
|---|---|---|---|---|
| I. Enrollment and Course Offerings | | | | |
| A. Open enrollment/equal access | | | | |
| a. sex control code | I.A.7. | Three of the nine high schools have Home Economics and/or Vocational Education classes coded either as "1" (open to males only) or "2" (open to females only) courses.<br>See Appendix A and G. | I.A.7.1. | See Remediation I.A.1.1; I.D.2.1. |
| | I.A.8. | Five of the eleven middle schools offer Home Economics for female students and Industrial Arts for male students, separatly or combined in a sequence with Foreign Language, Related Arts, Fine Arts, etc.<br>See Appendix A and G. | I.A.8.1. | See Remediation I.A.1.1; I.D.2.1. |
| B. Required Courses | I.B.3. | Five of the eleven middle schools at the 6th and 7th year levels require female students to enroll in Home Economics and male students to enroll in Industrial Arts.<br>See Appendix A and G. | I.B.3.1. | See Remediation I.A.1.1; I.D.2.1. |
| C. Course counseling | I.C.4. | See I.C.1 and I.C.2. | I.C.4.1. | See Remediation I.D.1.1; I.C.2.1 and I.C.2.2. |
| D. Course emphasis | I.D.4. | Three of the nine high schools offer Home Economics classes with emphases for male students only. All nine high schools offer Ho[illegible] Economics classes | I.D.4.1. | See Remediation I.D.2.1. |

with emphases for female stu-
only, e.g. Boys Home Economics,
Homemaking, Child Care, etc.
See Appendix

## SECTION II

## METHODS OF CONDUCTING EDUCATIONAL/INSTRUCTIONAL ACTIVITIES

Educational/instructional activities should be conducted in a manner which does not segregate or differentiate between students on the basis of sex. Labeling, grouping by sex, reinforcing stereotypes and maintaining biased role expectations related to the sex of students are examples of techniques that must be avoided because they can prolong unequal and discriminatory treatment.

It is important that young persons become aware of their common identity as human beings. Continued labeling of students as "boys" and "girls" encourages their separation into two groups. Such separation can lead to discrimination and suggest that distinctions based on sex are very important in their education. Non-sex-affiliated terms should be used.

Students are often asked to form small sub-groups in order to perform classroom instructional activities, to move in an orderly fashion, to determine utilization of recreational facilities or to complete non-instructional classroom activities. Grouping on the basis of sex in these incidences should be avoided to minimize the development of stereotypes in the minds of students. When grouping is based on the sex of the students, differences in expectations are often inferred. This type of segregation reinforces a sense of "apartness" among students and may weaken the awareness of the uniqueness of the individual. All grouping should be done randomly or be based on similarity of interests in performing certain tasks or assignments.

Probably the most serious and the most difficult problem to identify in daily interactions with students is sex stereotyping. Each of us, as products of possibly stereotypic molds, possess ingrained stereotypes of the sexes. Research, however, shows that there is a great deal of overlapping of behavior on the part of both sexes and that the process of socialization accounts for most observable differences in the behavior of males and females. The effects of biased assumptions on the progress and behavior of students can be severe. Educators must be sensitive to such terms as "tomboys" and "sissies" that suggest sex stereotypes and avoid their use. The behavior of students needs to be recognized strictly as it is exhibited and no values attached to it. Teachers should take advantage of opportunities to lead class discussions of stereotypes and their effects upon people when stereotypic references are made.

Assignment of roles on the basis of sex is another common variety of stereotyping. Roles of both men and women have changed dramatically in our society in recent years. Role flexibility and self-sufficiency have become increasingly important. Students should be encouraged to aspire to and be assigned tasks which are compatible with their interests and abilities.

| Item | Situation | Remediation for 1976-77 |
|---|---|---|
|  | **General Curriculum** |  |
| II. Methods of Conducting Educational/Instructional Activities |  |  |
| A. Addressing students | II.A.1. Although no specific data was gathered the committee, based on their own perceptions, felt that students may be addressed or identified in a manner which refers to their sex or which emphasizes sex differences. | II.A.1.1. The School District should develop and implement a procedure to communicate with all employees the potential stereotypic images such procedures may create.<br>Also see Remediation IV.A.1.1, II.D.1.1. |
| B. Grouping | II.B.1. Although no specific data was gathered the committee, based on their own perceptions, felt that students may be grouped for either instructional or noninstructional activities in schools based on the sex of the student; i.e. Special Interests, clean-up or maintenance duties, etc. | II.B.1.1. See Remediation II.A.1.1; IV.A.1.1, I.C.2.2; II.D.1.1. |
| C. Sex stereotyping | II.C.1. Although no specific data was gathered the committee, based on their own perceptions, felt that students may be the objects of sex stereotyping in student expectations or behaviors which are acceptable or receive approval by District employees. Examples could be: the stereotype that "girls read better than boys"; that "ladies don't act that way"; that "boys don't cry"; etc. | II.C.1.1. The School District should develop and implement a procedure to communicate with all employees that: the common identies of all students should be emphasized and utilized; individual differences of students are recognized but that any judgmental assumptions regarding how boys are to behave or how girls are to behave as to sex stereotypes is to be avoided; and when sex stereotypic situations arise, that class time be utilized [illegible] make the |

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  | situation one of learning the dangers of stereotyping.<br>Also see Remediation I.C.2.2; II.D.1.1; III.A.2.2; II.A.1.1; IV.A.1.1. |
| D. Role expectations | II.D.1. | Although no specific data was gathered the committee, based on their own perceptions, felt that students may be the objects of sex stereotyping in regard to role expectations. | II.D.1.1. | The School District should develop and implement a procedure to communicate with all employees that:<br>a. students are to be encouraged to aspire to job roles based on their interests and/or abilities;<br>b. students should be exposed to a varied example of role models for members of both sexes when using resources, speakers, etc.;<br>c. school tasks should be shared equally by all with students being encouraged to experience a variety of situations including participating in non-traditional tasks;<br>d. males and females should be verbally and visually pictured engaged in non-traditional tasks;<br>e. encourages all students to be mutually helpful rather than expecting males to be chivalrous and females helpful;<br>f. distribution of school tasks should be equitable and r[illegible]ed so |

that every student experiences planning, leading, cleaning, organizing, lifting, repairing, operating, etc. instead of making assignments on the basis of sex; and

g. the sex of students is not an allowable criteria in: seating assignments; eating arrangements; grouping on walking tours; playground activity assignments; use of facilities directly or by implication except in use of restrooms and dressing rooms; determining the use of any equipment; or selection of students for participation in any activity.

Also see Remediation I.C.2.2; II.A.1.1; III.A.2.2; IV.A.1.1.

## Physical Education Curriculum

II. Methods of Conducting Educational/Instructional Activities

| | | | | |
|---|---|---|---|---|
| A. Addressing students | II.A.2. | See General Curriculum II.A.1. | II.A.2.1. | See Remediation II.A.1.1. |
| B. Grouping | II.B.2. | See General Curriculum II.B.1. | II.B.2.1. | See Remediation II.B.1.1. |
| C. Sex stereotyping | II.C.2. | See General Curriculum II.C.1. | II.C.2.1. | See Remediation II.C.1.1. |
| D. Role expectations | II.D.2. | See General Curriculum II.D.1. | II.D.2.1. | See Remediation II.D.1.1. |

# Vocational Education Curriculum

## II. Methods of Conducting Educational/Instructional Activities

| | | | | |
|---|---|---|---|---|
| A. Addressing students | II.A.3. | See General Curriculum II.A.1. | II.A.3.1. | See Remediation II.A.1.1. |
| B. Grouping | II.B.3. | See General Curriculum II.B.1. | II.B.3.1. | See Remediation II.B.1.1. |
| C. Sex stereotyping | II.C.3. | See General Curriculum II.C.1. | II.C.3.1. | See Remediation II.C.1.1. |
| D. Role expectations | II.D.3. | See General Curriculum II.D.1. | II.D.3.1. | See Remediation II.D.1.1. |

## SECTION III

## Curriculum and Instructional Materials

In recent years, textbooks and other instructional materials have shown increased sensitivity toward the non-biased portrayal of the sexes. Nonetheless, stereotyping and negative portrayals have been and still are presented in the materials purchased off the market.

Instructional materials often suggest that males and females have different values, expectations and goals. Boys are most times portrayed as persons who race cars, build treehouses, make decisions, etc. Girls are, on the other hand, depicted as individuals who make cakes, play with dolls, help mother, follow directions, etc. For verification, one need look no further than counting the pictures in a book which represent sterectypic images.

Most references to members of the sexes in materials are to males. In books read by school children, men are mentioned seven times more frequently than are women. Boys are referred to more than twice as often as girls according to Alma Graham in "The Making of a Nonsexist Dictionary," Ms. (December. 1973), p. 12.

Rarely are men and women portrayed as persons who work together in equally competent roles. While men are shown as persons who "go places," make decisions and do important work, women are often portrayed as unimportant, non-productive, non-adventurous and unintellectual persons. Females are seldom depicted as the protagonists or as important support characters in stories. One analysis of textbooks has shown that 75 per cent of the main characters referred to are male. Few alternative life styles are presented to girls.

Women usually are portrayed as saying little and what they do say is often inconsequential in nature. Virtually few role models are presented in which females are major characters in stories. Although publishers are now recognizing their responsibility to provide materials that present a balanced treatment of sex roles and most now have guidelines that indicate standards to be followed in printing or reprinting, the process of updating texts and other materials will require considerable time. Until the transition to materials free of sex stereotyping is completed, the classroom teacher will need particularly to emphasize guidance and leadership that are designed to eliminate stereotyping by compensating for biased presentations and references found in materials.

| Item | Situation | Remediation for 1976-77 |
|---|---|---|
| | General Curriculum | |
| III. Curriculum and Instructional Materials | | |
| A. Differentiated and stereotyped roles | III.A.1. No evaluation regarding sexism of the District's curriculum (philosophies, content, emphases) has been conducted. | III.A.1.1. The Curriculum Department should design and implement a procedure to evaluate and revise the District's curriculum, where necessary, so it reflects in all areas the changing roles of women in society and presents an unbiased role of women and their roles and contributions in the past with regard to activities, achievements, concerns and experiences being equitably portrayed.<br>Also see Remediation I.C.1.1; I.D.1.1; I.D.2.1. |
| | III.A.2. Materials, both commercially and locally prepared, are in utilization in the District which present biased or stereotypic references and/or views of the sexes.<br>Also see Situation IV.A.2 and Appendix F and K. | III.A.2.1. The evaluation and selection criteria for materials adoption used in the District should be strengthened to be more specific in delineating sexism. This would apply to evaluation, adoption, building selection and use, and development of new materials.<br>Also see Remediation IV.A.2.1. |
| | | III.A.2.2. An inservice program for all teachers should be designed and implemented which would include the development of teacher skills in how to |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | teach from and/or with sexually biased, stereotypic or discriminatory materials.<br>Also see Remediation IV.A.1.1. |
| B. | References and illustrations | III.B.1. | See III.A.1; III.A.2. | III.B.1.1. | See Remediation III.A.1.1; III.A.2.1; III.A.2.2. |
| C. | Role models | III.C.1. | See II.A.1; II.D.1; III.A.1; III.A.2; IV.A.2. | III.C.1.1. | See Remediation II.A.1.1; II.D.1.1; III.A.1.1; III.A.2.2; IV.A.2.1. |
| D. | Evaluation and adoption procedures/criteria | III.D.1. | See I.D.2; II.C.1; III.A.1; III.A.2; IV.A.2. | III.D.1.1. | See Remediation I.D.2.1; II.C.1.1; III.A.1.1; III.A.2.1; IV.A.2.1. |
| E. | Use of facilities | III.E.1. | No areas of non-compliance. See Physical Education Curriculum III.E.1. | | No Remediation |

## Physical Education Curriculum

III. Curriculum and Instructional Materials

| | | | | | |
|---|---|---|---|---|---|
| A. | Differentiated and stereotyped roles | III.A.3. | See III.A.1; III.A.2. | III.A.3.1. | See Remediation III.A.1.1; III.A.2.1; III.A.2.2. |
| B. | References and illustrations | III.B.2. | See III.A.1; III.A.2 | III.B.2.1. | See Remediation III.A.1.1; III.A.2.1; III.A.2.2. |
| C. | Roles models | III.C.2. | See II.A.1; II.D.1; III.A.1; III.A.2; IV.A.2. | III.C.2.1. | See Remediation II.A.1.1; II.D.1.1; III.A.1.1; III.A.2.2; IV.A.2.1. |
| D. | Evaluation and adoption | III.D.2. | See I.D.2; II.C.1; III.A.1; III.A.2; IV.A.2. | III.D.2.1. | See Remediation I.D.2.1; II.C.1.1; III.A.1.1; III.A.2.1; IV.A.2.1. |
| E. | Use of facilities | III.E.2. | Physical Education facilities at the middle and high schools designate the larger facility as "Boys Gym" and the smaller | III.E.2.1. | The procedure for designating gym facilities should be changed to that of non-gender terms such as numbers, letters, etc. Physi- |

| | | | | | |
|---|---|---|---|---|---|
| | | | facility as "Girls Gym"; and have male teachers assigned to the larger facility and female teachers assigned to the smaller facility. | | cal Education teachers should be assigned to facilities and materials allocated on the basis of numbers of students by class periods and not by the sex of the teacher and/or students. |

## Vocational Education Curriculum

| | | | | | |
|---|---|---|---|---|---|
| A. | Differentiated and | III.A.4. | Courses in the Vocational areas which have primarily been male oriented such as Welding, Electronics, Auto Body, etc. appear to remain male oriented. Courses such as Cosmotology, Child Care, etc. which have been female oriented courses appear to remain female oriented. | III.A.4.1. | See Remediation I.C.1.1; I.C.2.1; I.C.2.2; I.D.1.1; I.D.2.1; II.A.1.1; II.D.1.1; III.A.1.1; III.A.2.1; IV.A.1.1; IV.A.2.1; IV.A.4.1; III.A.2.2. |
| B. | References and illustrations | III.B.3. | See III.A.1; III.A.2. | III.B.3.1. | See Remediation III.A.1.1; III.A.2.1; III.A.2.2. |
| C. | Role models | III.C.3. | See II.A.1; II.D.1; III.A.1; III.A.2; IV.A.2. | III.C.3.1. | See Remediation II.A.1.1; II.D.1.1; III.A.1.1; III.A.2.2; IV.A.2.1. |
| | | III.C.4. | There are no male teachers in the Home Economics or Cosmotology areas or female teachers in the Industrial Arts, Welding, Auto Mechanics and Auto Body areas. | III.D.4.1. | The District should actively attempt to identify and employee persons for these areas, as vacancies occur, previously or currently filled with persons of only one sex. |
| D. | Evaluation and adoption | III.D.3. | See I.D.2; II.C.1; III.A.1; III.A.2; IV.A.2. | III.D.3.1. | See Remediation I.D.2.1; II.C.1.1; III.A.1.1; III.A.2.1; IV.A.2.1. |
| E. | Use of facilities | III.E.3. | No areas of non-compliance. | | No Remediation |

| Item | Situation | Remediation for 1976-77 |
|---|---|---|
| | Miscellaneous Areas Not Previously Covered | |
| IV. General | | |
| A. Areas not previously covered | IV.A.1. Although no data was gathered the committee, when considering themselves individually and as being representative of District employees, felt a lack of awareness and understanding of Title IX and its implications. | IV.A.1.1. The School District should design and develop an in-service program for all District employees which would improve and/or increase awarenesses to, sensitivities for, and understandings of Title IX legislation and its implications. |
| | IV.A.2. There is being used in the School District, locally prepared, guides which contain gender oriented words, an imbalance in references to the sexes, or a limited portrayal of role model alternatives. | IV.A.2.1. The Curriculum Department should evaluate and rewrite, where necessary, all guides, etc. before any additional printing and/or distribution so that curriculum publications reflect:<br>a. removal or non-use of gender oriented words;<br>b. a more balanced portrayal of references to the sexes; and<br>c. a use of a variety of role models for both sexes. |
| | IV.A.3. Currently, few if any of the District's publications contain a printed statement of non-discrimination. | IV.A.3.1. All District publications should contain a non-discrimination statement located in a conspicuous place. |
| | IV.A.4. Currently, numerous courses are coded for enrollment purposes as "[illegible]" (courses open to | IV.A.4.1. Use of the "1" and "2" sex control enrollment code should be discontinued ex- |

|  |  |  |  |
|---|---|---|---|
|  | males only) or "2" (courses open to females only). These are courses, by Title IX, which must have equal access for all students. |  | cept for Competitive Athletics and any sex-education courses to be implemented. |
| IV.A.5. | In attempting to analyze "cause and effect" creating sex imbalances in classes at the middle and high school levels, the committee experienced confusion due to similarities and repetitions in courses, course titles and/or IBM course number assignments. | IV.A.5.1. | The Instruction Division, working with the Research Department, should evaluate the procedure of assigning IBM numbers to courses to reduce the confusion existing because of similar course titles being assigned different IBM numbers, different course titles being assigned the same IBM number, etc. |
| IV.A.6. | The School District operates separate schools where enrollment criteria contains one of the sex of the student as a primary item, i.e. Orchard Park and Washington Center. | IV.A.6.1. | A review of programs at these two centers should be conducted to assure comparability in curricular offerings and the opportunity for student access to courses not offered at the center where they are assigned but which are offered at the other center. |
| IV.A.7. | Eight of the nine high schools and six of the eleven middle schools list classes with sex control codes of "0" or "3" as having an imbalance in the sexual make-up of students enrolled. | IV.A.7.1. | The Central Office's Instruction Division should devise and implement a procedure to ascertain the factors creating these imbalances. Any factors which are sexually stereotypic or discriminatory should be abolished. Factors to be analyzed should include scheduling procedures/techniques and priorities; counseling; staff attitudes/practices; etc. |

| | | | |
|---|---|---|---|
| IV.A.8. | The Research Department (Computer Services) currently prints a Middle and High School Master Schedule List of Courses and Sections by school. This listing contains, among other data, the number of students enrolled by section. | IV.A.8.1. | The Master Schedule List of Courses and Sections for Middle and High Schools should contain, as a new data item, the number of male and female students enrolled by Section. This would provide a much simplified procedure for monitoring and collecting data regarding Title IX implementation. |

# SECTION V

## AREA VOCATIONAL TECHNICAL CENTER

The Area Vocational Technical Center recruits students primarily on a District-wide basis. It also draws students from other school districts. Because of this unique characteristic, the Center was assigned as a separate component for the self-evaluation.

As is the case with the basic Vocational Education Component, most of the courses, programs and/or classes offered at the Center carry a very stereotyped image due to past emphases. Most of the comments included in the introductory sections to parts I, II and III will also apply to this component.

Further information is included in Appendix B.

## Area Vocational Technical Center

| Item | Situation | Remediation for 1976-77 |
|---|---|---|
| V. Miscellaneous | V.A.1. Although activities have been conducted throughout the year to orient the staff to and increase the staff's understandings of Title IX and its implications, the staff needs more knowledge of Title IX. | V.A.1.1. Additional activities regarding Title IX need to be conducted for the staff. These should be conducted either during the week of May 31-June 4, 1976 or during the 1976 August preschool conference.<br>Also see Remediation I.C.2.1; I.C.2.2; I.D.2.1; II.A.1.1; II.C.1.1; II.D.1.1; III.A.2.2; IV.A.1.1. |
|  | V.A.2. The review of brochures and announcements reflected the traditional sex bias regarding entry into certain programs. | V.A.2.1. Brochures found to contain biased entry implications need to be revised before further utilization.<br>Also see Remediation I.C.2.1; I.C.2.2; IV.A.2.1; IV.A.3.1; IV.A.4.1; IV.A.7.1. |
|  | V.A.3. Current enrollment statistics indicate seventeen programs with students predominantly of one sex.<br>See Appendix B, C and G. | V.A.3.1. The School District should provide:<br>a. transportation and time for tenth year students to go to the Center for several consecutive days for a "hands-on" experience in several selected programs;<br>b. personnel assistance to help in the recruitment of students to the Center and in the writing and designing of program brochu[illegible] |

c. a positive, stated stand on opportunities of both sexes through vocational training; and

d. research in the metropolitan area to determine employment opportunities for persons in non-traditional sex role expectations.

Also see Remediation I.C.2.1; I.C.2.1; II.D.1.1.

## SECTION VI

## MARITAL AND PARENTAL STATUS; DRESS AND HAIR CODES; SUSPENIONS; ALTERNATIVE SCHOOLS

This committee reviewed present policy with regard to Title IX and its implications. Policies reviewed were the Marital and Parental Status; Dress and Hair Codes; Suspensions and Alternative Schools.

See Appendix C for this committee's report.

## Marital and Parental Status; Dress and Hair Codes; Suspensions; and Alternative Schools

| Item | | Situation | | Remediation for 1976-77 |
|---|---|---|---|---|
| VI. General | | | | |
| A. Marital and Parental Status | VI.A.1. | It was felt that the current policy is in compliance with wording changes in reference to the sex of students.<br>See Appendix C. | VI.A.1.1. | In the Student Rights and Responsibilities handbook, Section XVIII, page 19, paragraph B, sentence 1 should be changed to read: "Any girl who becomes pregnant may continue in her present school or transfer to the Adult Day School Program." The second sentence should be deleted. |
| B. Dress and Hair Codes | VI.B.1. | No areas of non-compliance were identified. | | No Remediation |
| C. Suspensions | VI.C.1. | The Student Rights and Responsibilities Handbook refers to the particular sex of students. | VI.C.1.1. | All references made about a particular sex in the Student Rights and Responsibilities Handbook in Sections III and IV, pages 3-8 be reworded so that the sex of students is not identified. |
| D. Alternative Schools | VI.D.1. | No areas of non-compliance were identified. | VI.D.1.1. | No Remediation |

# APPENDIX G

# EMPLOYMENT

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

May 18, 1976

**MEMORANDUM**

TO: Title IX Employment Committee

FROM: Subcommittee on Personnel Policies

SUBJECT: Subcommittee Report

The Title IX subcommittee assigned to review the written personnel policies of the Oklahoma City Public Schools has completed its study and submits its report herewith.

Following is a list of the written documents that were considered by the subcommittee:

1. Personnel Policies Handbook For Certified Employees, Oklahoma City Public Schools, 1973-74.
2. Personnel Policies Handbook For Classified Employees, Oklahoma City Public Schools, 1973-74.
3. Revisions of Personnel Policies Handbook For Classified Employees, Oklahoma City Public Schools, September 3, 1974.
4. A Negotiated Agreement Between The Board Of Education Of Independent School District Number 89 Of Oklahoma County, Oklahoma And The Association Of Classroom Teachers Of Oklahoma City, Oklahoma, May 3, 1976.

After reviewing the above listed documents, the subcommittee was unanimous in its belief that these written personnel policies are not discriminatory on the basis of sex or in conflict with Title IX of the Educational Amendments of 1972, as amended, and Title 45, Subtitle A, Part 86, Rules and Regulations of the United States Department of Health, Education, and Welfare with the possible exception of the use of the masculine pronoun to denote neuter gender.

We recommend that this latter practice be discontinued in future printings of the personnel policies. It is suggested that something similar to the following be substituted:

| PRESENT DESIGNATION | PROPOSED CHANGE |
|---|---|
| he | s/he |
| his | her/his |
| him | her/him |
| himself | her/himself |

Included with this report is a copy of each of the documents reviewed. The pronouns in need of change have been circled.

Respectfully Submitted,

Personnel Policies Subcommittee

Robert Cheney

Marva Moreland

Ray Thompson

OKLAHOMA CITY PUBLIC SCHOOLS

Personnel Services

May 20, 1976

TO: Wallace R. Smith

FROM: Title IX Committee

SUBJECT: Sub-committee Report

Our sub-committee felt that the only area needing to be changed is the application form. Those changes would involve a restructuring of the application and placing those items found to be questionable on a form separate from the application. This form would indicate that the following information is requested voluntarily and is being requested to enable us to confirm with the requirements of Title IX. The form would include such items as sex, race, citizenship, date of birth, age and any physical limitations.

The members of the committee are:

Sandra Shanker
Hazel Smiley
Carl C. Ruble

cc

## Report of Title IX Self Appraisal Subcommittee on Employment Practices, Procedures and Policies

### Appraisal of Affirmative Action Plan

Utilizing an outline provided by the Equal Educational Opportunity Program of the University of Oklahoma's Consultative Center for the purpose of providing guidelines for appraisal of an affirmative action plan, the subcommittee on Employment Practices, Procedures and Policies has examined the Affirmative Action Plan adopted by the Board of Education. Therefore in order to approach Title IX enforcement in a constructive spirit, to achieve the goals of Title IX as soon as possible, to eliminate confrontations and lawsuits, and to remedy any effects of past discrimination subcommittee proposes that the following modifications or changes be made:

1. A statement concerning the reasons or the need for an affirmative action plan shall be included in the plan.
2. The intent of the plan shall be stated rather than implied.
3. A grievance process shall be established.
4. Information about the plan shall be provided all employees.
5. In addition to examining job classifications, statistical data shall be collected on wage rates or salary ranges for each job classification.
6. Information shall be collected periodically to identify promotable individuals and training needs.
7. Definite timetables for achieving the goals shall be more clearly identified.
8. All data gathering activities established to provide information for monitoring purposes must be fully implemented by the end of the first reporting period. The success or failure of the data gathering activities shall be evaluated by the end of the second reporting period.

# PROPOSED

# AFFIRMATIVE ACTION

# PLAN

# OKLAHOMA CITY PUBLIC SCHOOL SYSTEM

March 1976

# AFFIRMATIVE ACTION PLAN
# FOR THE OKLAHOMA CITY
# PUBLIC SCHOOL SYSTEM

The U.S. Equal Employment Opportunity Commission in its January 1974 publication A Guidebook for Employers, Volume I, suggests that an affirmative action program should contain the following:

1. A strong company policy and commitment.
2. Responsibility and authority for program assigned to top company official.
3. Analyzing present work force to identify jobs, departments and units where minorities and females are underutilized.
4. Setting specific, measurable, attainable hiring and promotion goals, with target dates, in each area of underutilization.
5. Requiring each manager and supervisor to be responsible and accountable for meeting those goals.
6. Reevaluating job descriptions and hiring criteria to assure that they reflect actual job needs.
7. Recruiting minorities and females to fill goals. Where goals cannot be met by qualified applicants, applicants who can become qualified will be employed.
8. Reviewing and revising all employment procedure to assure that they do not have discriminatory effects and that they help attain goals.
9. Focusing on implementing training programs for females and minorities to insure upward mobility.
10. Developing systems to monitor and measure progress on a regular basis. If goals are not met, the reasons for not meeting them are to be determined and necessary changes made in order to meet them.

The guide also states that unless the end product of the program is measurable, yearly improvement in hiring, training and promotion of minorities and females the plan of action will be considered to be meaningless.

Each of the ten steps in the above suggested plan of action will be considered as they apply to the Oklahoma City Public School System.

1. A strong company policy and commitment.

   The school system has had a statement reflecting its attitude toward equal employment opportunities in its personnel policies for several years. "Race, creed, color, sex, or natural ancestry shall not be considered in the appointment, assignment, promotion, salary determination, or terms of employment, by the Oklahoma City Public School System."

2. Responsibility and authority for program assigned to top company official.

   The responsibility for affirmative action has been assigned to the Personnel Services Department with the appointment of Supervisor of Staff Development and Affirmative Action.

   Recommendation

   Although the Equal Employment Opportunity Commission suggests the employment of a fulltime individual to be responsible for Affirmative Action, the Supervisor of Staff Development and Affirmative Action should be able to monitor and implement the program if priority is mandated by the Board of Education. The appointment of an Equal Employment Advisory Committee with membership including minorities and females from various job levels and departments will be established to monitor the program.

3. Analyzing present work force to identify jobs, departments and units where minorities and females are underutilized.

   The results of this analysis is part of this report. Underutilization has been defined as having fewer minorities or women in a particular job category than would reasonably be expected by their presence in the relevant labor market. Concentration means more of a particular group in a job category or department than would reasonably be expected by their presence in the workforce. When statistics reveal significant underutilization or concentration, there is a strong probability that discriminatory practices are operating in some aspects of the employment system, and remedial actions should be taken to eliminate such practices.

4. Setting specific measurable attainable, hiring and promotion goals, with target dates, in each area of underutilization.

   With a workforce that is reduced as the pupil population declines and with a limited number of retirements occurring in administrative level positions, target dates for reaching minimums will have to be realistic as well as attainable. This organization does not have the financial flexibility to employ additional personnel to immediately meet goals.

Recommendation

Department heads will be invited to participate in the identification of problem areas and for establishing local and unit goals and timetables.

5. Requiring each manager and supervisor to be responsible and accountable for meeting those goals.

   A positive statement of policy and a commitment to achieving goals is not sufficient to attain those goals.

   Recommendation

   Accountability for goal achievement should be established as part of the evaluation process of each department head.

6. Reevaluating job descriptions and hiring criteria to assure that they reflect actual job needs.

   Too often job descriptions are written which reflect the skills, abilities and preparation of the person currently employed on the job. Also when vacancies occur artificial barriers in the terms of experience and training limit opportunities for minorities and females.

   Recommendation

   All job descriptions will be evaluated and where the requirements appear to be unrealistic in terms of actual performance the department head will be required to justify those requirements.

7. Recruiting minorities and females to fill goals. Where goals cannot be met by qualified applicants, applicants who can become qualified will be employed.

   The problem of filling goals with qualified classified applicants has not been a major problem in a large urban school system. In our visits to the major colleges in the state this year, the number of black applicants for teaching positions appears to be smaller than the number who applied in the past years. Black colleges in nearby states will be visited in order to increase this number.

8. Reviewing and revising all employment procedures to assure that they do not have discriminatory effects and that they help to attain goals.

   A Title IX subcommittee has been formed with parents, principals, teachers and students whose major task will be to review all employment policies and procedures to determine if discriminatory practices exists. The Equal Employment Opportunity Committee will have the same assignment and, in addition will monitor results on a long term basis.

9. Focusing on implementing training programs for females and minorities to assure upward mobility.

   One of the major objectives of a proposed inservice training program will be the establishment of courses designed to improve the qualifications for advancement for all who choose to participate. The inservice budget will have to be expanded to provide funds for instructors, materials, and perhaps, other expenses.

10. Developing systems to monitor and measure progress on a regular basis. If goals are not met the reasons for not meeting them are to be determined and necessary changes made in order to meet them.

    Plans are being made to place all information necessary to monitor and measure progress on the computer. The large numbers of applicants and employees make the task of monitoring progress difficult and time consuming. In addition, periodic reports on progress should be made by department heads.

# ANALYSIS OF PRESENT WORKFORCE

In order to utilize existing data the analysis of the present workforce was divided into two parts; certificated and classified. Because of turnover, data gathered as of a certain date will not necessarily reflect the conditions as of a later date. When all of the information is computerized this will not be a significant problem. Data presented in this report was accumulated in October, 1975.

## Certificated Personnel

Certificated personnel have been divided into two groups as described in Staff Accounting, Classification and Standard Terminology for Local and State School Systems, 1974 published by the U.S. Department of Health, Education, and Welfare. These job classifications are based upon the job categories defined and used by the Equal Employment Opportunity Commission, the Bureau of Census, and the U.S. Department of Labor. The assignments identify the employee by what is done on the job rather than by job title, education, or experience.

The first classification is Professional-Educational and contains the following job titles: Teachers, Counselor, Librarian, Coordinator and Consultant. Other certificated personnel who do not have the above titles are placed together in the category titled Other Support Staff listed on Chart Number 1.

Before goals can be established some indication of the percent of minorities and females in the workforce in this area is necessary. The Equal Employment Opportunity Commission recommends that the Standard Metropolitan Statistical Area in which the organization is located be used. This information is available from the Oklahoma Employment Security Commission and a copy is available at the end of this report.

Percentages of minority races and females for the Professional-Educational group is contained in Table I. Table II lists the categories of jobs, existing employment by percentages and numbers, and the ultimate minimums by percentages and numbers.

The ultimate minimum percentages for Spanish surnamed, Indians, and Orientals are the percentages of those minority groups determined to be in the workforce in 1974 in the Oklahoma City Standard Metropolitan Statistical Area. The ultimate minimum percentages for blacks is the current percentage of black certificated employees in the Oklahoma City Public School System.[1] The ultimate minimum percentages for males and females are the percentages in the 1974 workforce in the Oklahoma City SMSA.

---

[1] Federal Court Order - Dated 9/7/65 - Faculty desegregation of all faculty personnel...certified non-teaching and teaching personnel, so that by 1970, the ratio of whites to non-whites assigned in each school of the defendants system will be the same, with a reasonable leeway of approximately 10% as the ratio of whites to non-whites in the whole number of certificated personnel in the Oklahoma City Public Schools.

Since certificated employees are recruited from the entire state, as soon as information is available from the State Regents for Higher Education, the minimum ultimate percentages for all categories with the exception of blacks may be changed. This information is expected to be available in February and to contain the numbers of potential teachers in each category produced by all state colleges and universities under the direction of the Higher Regents.

The second classification of certificated personnel is Official/ Administrative and contains the following job titles: Administrative Assistant, Assistant Superintendent, Assistant Principal, Principal, Supervisor, Manager, and Director. The general title Central Office Administration has been used in Table III to include the titles of Director and Supervisor.

The information concerning the percentages for minorities and females in this category has been taken from the information published by the Oklahoma Employment Security Commission for Managers and Administrators for 1974. The minimum percentages for Indians and Orientals has been combined as other minorities. Again the ultimate minimum percentages for blacks is the percentage of black certificated employees in the school district. The ultimate minimum percentages for Spanish surnamed persons is the percentage employed in the local job market in 1974.

## Table I

## OKLAHOMA CITY PUBLIC SCHOOLS

## RACIAL-ETHNIC MINORITIES

| | Black % | American Indian % | Spanish American % | Oriental % | Total Minorities % | Female % | Male % |
|---|---|---|---|---|---|---|---|
| Population in the Oklahoma City *SMSA (1970 Census) | 7.97 | 2.19 | 1.65 | .19 | 12.17 | 51.70 | 48.30 |
| B.A. Degrees in **Public School Education (All States & D.C.,1972) | 9.50 | .20 | 1.20 | .40 | 11.20 | 66.70 | 33.30 |
| Certified Employees Oklahoma County (1974-75 Personnel Report) | 12.47 | .33 | .13 | .07 | ***13.00 | 70.14 | 29.86 |
| Teachers, Elem. & Sec. Schools* (1974 Workforce) | 9.1 | 1.46 | 1.74 | .19 | ***12.49 | 77.60 | 22.40 |
| Certified Employees Oklahoma City District (10-1-75) | 24.86 | 1.65 | .47 | .11 | ***27.09 | 71.40 | 28.60 |

*Standard Metropolitan Statistical Area
**Figures for State of Oklahoma to become available February, 1976
***Total includes only the minorities previously listed

## Table II
## CERTIFICATED EMPLOYEES BY JOB CATEGORIES
## BY PERCENTAGES

p. 1.

| | Existing | | | | | | | Ultimate Minimums | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Ind. | Orient. | W | M | F | B | S.A. | Ind. | Orient. | W |
| Elementary Teachers | 6.1 | 93.9 | 22.7 | .58 | .87 | .10 | 75.75 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Secondary Teachers | 43.1 | 56.9 | 24.4 | .42 | 1.86 | .08 | 73.24 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Counselors | 30.8 | 69.2 | 37.4 | .00 | 3.30 | .00 | 59.30 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Librarians | 5.7 | 94.3 | 17.1 | .00 | .00 | .00 | 82.90 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Nurses | 0.0 | 100.0 | 20.0 | 2.86 | 5.71 | .00 | 71.43 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Coordinators | 32.4 | 67.6 | 26.5 | .00 | 2.94 | .00 | 70.56 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Consultants | 12.0 | 88.0 | 24.0 | 2.00 | 4.00 | .00 | 70.00 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Other Support Staff | 15.3 | 84.7 | 25.0 | .00 | 2.77 | 1.39 | 70.84 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |
| Averages | 24.9 | 75.1 | 24.1 | .51 | 1.61 | .12 | 73.7 | 22.4 | 77.6 | 24.86 | 1.74 | 1.46 | .19 | |

## CERTIFICATED EMPLOYEES BY JOB CATEGORIES
## BY NUMBERS

| | Existing | | | | | | | Ultimate Minimums | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Ind. | Orient. | W | M | F | B | S.A. | Ind. | Orient. | W |
| Elementary Teachers | 63 | 976 | 236 | 6 | 9 | 1 | 787 | 233. | 806. | 258 | 18 | 15 | 2.0 | |
| Secondary Teachers | 510 | 673 | 289 | 5 | 22 | 1 | 866 | 265. | 918. | 294 | 21 | 17 | 2.0 | |
| Counselors | 28 | 63 | 34 | 0 | 3 | 0 | 54 | 20. | 71. | 23 | 2 | 1 | --- | |
| Librarians | 2 | 33 | 6 | 0 | 0 | 0 | 29 | 8. | 27. | 9 | 1 | 1 | --- | |
| Nurses | 0 | 35 | 7 | 1 | 2 | 0 | 25 | 8. | 27. | 9 | 1 | 1 | --- | |
| Coordinators | 11 | 23 | 9 | 0 | 1 | 0 | 24 | 6. | 26. | 8 | 1 | 1 | --- | |
| Consultants | 6 | 44 | 12 | 1 | 2 | 0 | 35 | 11. | 39. | 12 | 1 | 1 | --- | |
| Other Support Staff | 11 | 61 | 18 | 0 | 2 | 1 | 51 | 16. | 56. | 18 | 1 | 2 | --- | |
| Totals | 631 | 1908 | 611 | 13 | 41 | 3 | 1871 | 569. | 1970. | 631 | 46 | 38 | 4.0 | |

## Table III

### ADMINISTRATIVE LEVEL CERTIFICATED EMPLOYEES BY JOB CATEGORIES BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Elementary Principals | 78.7% | 21.3% | 17.3% | 0 | 4.0% | 78.7% | 83.0% | 17.0% | 24.86% | 1.2% | 1.0% | |
| Secondary Principals | 92.0 | 8.0 | 20.0 | 0 | 0 | 80.0 | 83.0 | 17.0 | 24.86 | 1.2 | 1.0 | |
| Elem. Asst. Principals | 50.0 | 50.0 | 50.0 | 0 | 0 | 50.0 | 83.0 | 17.0 | 24.86 | 1.2 | 1.0 | |
| Sec. Asst. Principals | 97.4 | 2.6 | 41.0 | 0 | 0 | 59.0 | 83.0 | 17.0 | 24.86 | 1.2 | 1.0 | |
| Central Office Admin. | 95.2 | 4.8 | 9.5 | 0 | 0 | 94.5 | 83.0 | 17.0 | 24.86 | 1.2 | 1.0 | |
| Averages | 85.7 | 14.3 | 23.8 | 0 | 1.79 | 74.4 | 83.0 | 17.0 | 24.86 | 1.2 | 1.0 | |

### ADMINISTRATIVE LEVEL CERTIFICATED EMPLOYEES BY JOB CATEGORIES BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Elementary Principals | 59 | 16 | 13 | 0 | 3 | 59 | 62 | 13 | 19 | 1 | 0 | |
| Secondary Principals | 23 | 2 | 5 | 0 | 0 | 20 | 21 | 4 | 6 | 0 | 0 | |
| Elem. Asst. Principals | 4 | 4 | 4 | 0 | 0 | 4 | 7 | 1 | 2 | 0 | 0 | |
| Sec. Asst. Principals | 38 | 1 | 16 | 0 | 0 | 23 | 32 | 7 | 10 | 0 | 0 | |
| Central Office Admin. | 20 | 1 | 2 | 0 | 0 | 19 | 17 | 4 | 5 | 0 | 0 | |
| Totals | 144 | 24 | 40 | 0 | 3 | 125 | 139 | 29 | 42 | 1 | 0 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Managers and Administrators | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | 97.3% |

## Table IV

## CERTIFICATED

## Goals by Job Categories
## By Numbers of Employees

| | M | F | B | S.A. | Ind. | Orient. | W |
|---|---|---|---|---|---|---|---|
| Elementary Teachers | 170. | - | 22. | 12. | 6. | 1. | - |
| Secondary Teachers | - | 245. | 5. | 16. | - | 1. | - |
| Counselors | - | 8. | - | 2. | - | - | - |
| Librarians | 6. | - | 3. | 1. | 1. | - | - |
| Nurses | 8. | - | 2. | - | - | - | - |
| Coordinators | - | 3. | - | 1. | - | - | - |
| Consultants | 5. | - | - | - | - | - | - |
| Other Support Staff | 5. | - | - | 1. | - | - | - |
| Elementary Principals | 3. | - | 6. | 1. | - | - | - |
| Secondary Principals | - | 2. | 1. | - | - | - | - |
| Elem. Asst. Principals | 3. | - | - | - | - | - | - |
| Sec. Asst. Principals | - | 6. | - | - | - | - | - |
| Central Office | - | 3. | 3. | - | - | - | - |
| Totals | 200. | 267. | 42. | 34. | 7. | 2. | |

# CLASSIFIED

# PERSONNEL

## Classified Personnel

Classified Personnel have been analyzed in relationship to the departments to which they are assigned. This has been done for two reasons: 1. Each department head will be responsible for meeting ultimate minimums and 2. Many of the departments minority and female percentages can be directly related to a job classification contained in the report from the Oklahoma Employment Security Commission. Those percentages from the report for the employment status of the 1974 workforce are contained in Table and are also at the bottom of the page containing the ultimate percentages for a particular department.

One exception is the Custodial and Food Service Departments which are combined as Cleaning and Food Service by the Oklahoma Employment Security Commission. The male and female percentages have been arbitrarily set for each department so as to arrive at the minimum percentages required for the two departments combined. However, for every male employed by Food Service one less female will need to be employed by the Custodial Service Department in order to meet the established goals.

In the case of Computer Services, Supply and Distribution, and Transportation more than one job classification is assigned to each department and the percentages for the workforce for each job classification is listed at the bottom of the page containing the information concerning each department.

## Table V

## EMPLOYMENT STATUS BY SEX AND MINORITY STATUS
## ANNUAL AVERAGE WORK FORCE 1974

| | M | F | B | S.A. | Other Minorities | White |
|---|---|---|---|---|---|---|
| Total Work Force | 59.8% | 40.2% | 7.1% | 1.5% | 2.0% | 90.9% |
| Occupational Level | | | | | | |
| 1. Professional, Technical, and Related | 62.0% | 38.0% | 4.6% | 1.8% | 1.7% | 91.7% |
| 2. Managers and Administrators | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | 97.3% |
| 3. Clerical | 25.5% | 74.5% | 4.4% | 1.3% | 1.7% | 94.1% |
| Secretaries and Typist | 2.6% | 97.4% | 2.6% | 1.2% | 1.8% | 95.8% |
| Other Clerical | 34.1% | 65.9% | 5.1% | 1.4% | 1.6% | 93.5% |
| 4. Craftsmen, Foremen, and Related | 93.9% | 6.1% | 4.4% | 1.7% | 2.5% | 91.4% |
| 5. Transport Equipment Operatives | 96.9% | 3.1% | 6.6% | 1.5% | 2.0% | 91.1% |
| 6. Service, Except Private Household | | | | | | |
| Cleaning and Food Service | 43.0% | 57.0% | 17.0% | 1.6% | 2.7% | 80.5% |
| Protective Service | 96.0% | 4.0% | 2.8% | 1.2% | .6% | 95.4% |
| **Classified Employees - Oklahoma City Public School System** | **53.2%** | **46.8%** | **32.13%** | **1.47%** | **3.62%** | **62.78%** |

## Table VI

## MAINTENANCE EMPLOYEES JOB CLASSIFICATION
## BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisory Foreman | 100% | - | 16.7% | - | - | 83.3 | 93.9 | 6.1 | 4.4 | 1.7 | 2.5 | |
| Leadmen | 100 | - | 8.0 | - | 4.0 | 88.0 | 93.9 | 6.1 | 4.4 | 1.7 | 2.5 | |
| Skilled | 100 | - | 12.2 | - | 1.0 | 86.7 | 93.9 | 6.1 | 4.4 | 1.7 | 2.5 | |
| Semiskilled | 100 | - | 33.0 | 3.7 | 3.7 | 59.3 | 93.9 | 6.1 | 4.4 | 1.7 | 2.5 | |
| Averages | 100 | - | 15.4 | .6 | 1.9 | 82.1 | 93.9 | 6.1 | 4.4 | 1.7 | 2.5 | |

## MAINTENANCE EMPLOYEES JOB CLASSIFICATION
## BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisory Foreman | 6 | - | 1 | - | - | 5 | 6 | - | - | - | - | |
| Leadmen | 25 | - | 2 | - | 1 | 22 | 23 | 2 | 1 | - | 1 | |
| Skilled | 98 | - | 12 | - | 1 | 85 | 92 | 6 | 4 | 2 | 2 | |
| Semiskilled | 27 | - | 9 | 1 | 1 | 16 | 25 | 2 | 1 | - | 1 | |
| Totals | 156 | - | 24 | 1 | 3 | 128 | 146 | 10 | 7 | 3 | 4 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Craftsmen, Foremen, and Related | 93.9% | 6.1% | 4.4% | 1.7% | 2.5% | 91.4% |

## Table VII
## CUSTODIAL EMPLOYEES JOB CLASSIFICATION
## BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Area Supervisors | 100% | - | 40% | - | - | 60% | 80% | 20% | 17% | 1.6% | 2.7% | |
| Head Custodians | 100 | - | 19. | - | - | 81 | 80 | 20 | 17 | 1.6 | 2.7 | |
| Custodians/Asst. Cust. | 95.1 | 4.9 | 40.8 | - | 1.0 | 59.2 | 80 | 20 | 17 | 1.6 | 2.7 | |
| Floormen/Matrons | 91.9 | 8.1 | 57.7 | .3 | .3 | 41.6 | 80 | 20 | 17 | 1.6 | 2.7 | |
| Averages | 93.2 | 6.8 | 51.7 | .2 | .5 | 47.6 | 80 | 20 | 17 | 1.6 | 2.7 | |

## CUSTODIAL EMPLOYEES JOB CLASSIFICATION
## BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Area Supervisors | 5 | - | 2 | - | - | 3 | 4 | 1 | 1 | - | - | |
| Head Custodians | 21 | - | 4 | - | - | 17 | 17 | 4 | 4 | - | 1 | |
| Custodians/Asst. Cust. | 98 | 5 | 42 | - | 1 | 60 | 82 | 21 | 18 | 2 | 3 | |
| Floormen/Matrons | 285 | 25 | 179 | 1 | 1 | 129 | 248 | 62 | 53 | 5 | 8 | |
| Totals | 409 | 30 | 227 | 1 | 2 | 209 | 351 | 88 | 76 | 7 | 12 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| Service except Private Household | M | F | B | S.A. | Other Minorities | White |
|---|---|---|---|---|---|---|
| Cleaning and Food Service | 43% | 57% | 17.0% | 1.6% | 2.7% | 80.5% |
| Custodial Service and Food Service Minimum Ultimate | 43% | 57% | 19% | 1.6% | 2.7% | |

## Table VIII

## FOOD SERVICE JOB CLASSIFICATION BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Managers | - | 100% | 27.8% | - | - | 72.2% | 16% | 84% | 17% | 1.6% | 2.7% | |
| Cook-Managers | - | 100 | 12.5 | - | - | 87.5 | 16 | 84 | 17 | 1.6 | 2.7 | |
| 1st Cook | - | 100 | 21.3 | - | - | 68.7 | 16 | 84 | 17 | 1.6 | 2.7 | |
| 1st Baker | - | 100 | 13.6 | - | - | 86.4 | 16 | 84 | 17 | 1.6 | 2.7 | |
| Key Person | - | 100 | 16.4 | - | 1.8 | 71.8 | 16 | 84 | 17 | 1.6 | 2.7 | |
| Salad Maker | - | 100 | 16.4 | - | 1.8 | 71.8 | 16 | 84 | 17 | 1.6 | 2.7 | |
| 2nd Cook | - | 100 | 16.4 | - | 1.8 | 71.8 | 16 | 84 | 17 | 1.6 | 2.7 | |
| 2nd Baker | - | 100 | 16.4 | - | 1.8 | 71.8 | 16 | 84 | 17 | 1.6 | 2.7 | |
| Helpers | - | 100 | 22.4 | .8 | .8 | 76 | 16 | 84 | 17 | 1.6 | 2.7 | |
| Averages | - | 100 | 21.8 | .5 | .68 | 77 | 16 | 84 | 17 | 1.6 | 2.7 | |

## Table IX

## FOOD SERVICE JOB CLASSIFICATION
## BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Managers | - | 90 | 25 | - | - | 65 | 15 | 75 | 15 | 1 | 2 | |
| Cook-Managers | - | 8 | 1 | - | - | 7 | 1 | 7 | 1 | - | - | |
| 1st Cook | - | 47 | 10 | - | - | 37 | 8 | 39 | 8 | 1 | 1 | |
| 1st Baker | - | 22 | 3 | - | - | 19 | 4 | 18 | 4 | - | 1 | |
| Key Person<br>Salad Maker<br>2nd Cook<br>2nd Baker | - | 56 | 9 | - | 1 | 46 | 9 | 47 | 10 | 1 | 2 | |
| Helpers | - | 368 | 81 | 3 | 3 | 281 | 59 | 309 | 63 | 6 | 10 | |
| Totals | - | 591 | 129 | 3 | 4 | 455 | 96 | 495 | 101 | 9 | 16 | |

Ta X

## CLERICAL JOB CLASSIFICATIONS

### By Percentages

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Class 5 | --- | 100% | 32.6% | .97% | 7.8% | 58.7% | 2.6% | 97.4% | 24.86% | 1.2% | 1.8% | --- |
| Class 6 | --- | 100 | 11.5 | .77 | 1.5 | 86.2 | 2.6 | 97.4 | 24.86 | 1.2 | 1.8 | --- |
| Class 7 | --- | 100 | 10.8 | 12.4 | 1.2 | 75.7 | 2.6 | 97.4 | 24.86 | 1.2 | 1.8 | --- |
| Class 8 | --- | 100 | 28.2 | --- | 2.6 | 69.2 | 2.6 | 97.4 | 24.86 | 1.2 | 1.8 | --- |
| Class 9 | --- | 100 | 20.0 | --- | --- | 80.0 | 2.6 | 97.4 | 24.86 | 1.2 | 1.8 | --- |
| Class 10 | --- | 100 | 16.7 | --- | --- | 83.3 | 2.6 | 97.4 | 24.86 | 1.2 | 1.8 | --- |
| Class 11 | --- | 100 | ---- | ---- | --- | 100.0 | 2.6 | 97.4 | 24.86 | 1.2 | 1.8 | --- |
| Averages | --- | 100% | 23.7% | 2.0% | 4.7% | 69.6% | 2.6% | 97.4% | 24.86% | 1.2% | 1.8% | --- |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Clerical<br>Secretaries and Typist | 2.6% | 97.4% | 2.6% | 1.2% | 1.8% | 95.8% |

1. School Boards third report to Court under order dated May 1, 1974. The Defendant Board additionally proposes to: 4. Foster employment practices, with the realignment and assignments of clerical staff so that ratios of clerical staff will, by normal hiring and attrition, become equitable with other minority race personnel ratios.

Ta XI

## CLERICAL JOB CLASSIFICATION

### By Numbers of Employees

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Class 5 | 1 | 306.7 | 100.2 | 3.0 | 24.0 | 180.5 | 8 | 299.7 | 76.5 | 4 | 6 | --- |
| Class 6 | --- | 130.0 | 15.0 | 1.0 | 2.0 | 112.0 | 3 | 127.0 | 33 | 2 | 2 | --- |
| Class 7 | --- | 64.75 | 7.0 | 8.0 | 1.0 | 49.0 | 2 | 62.75 | 16 | 1 | 1 | --- |
| Class 8 | --- | 39.0 | 11.0 | --- | 1.0 | 27.0 | 1 | 38.0 | 10 | --- | 1 | --- |
| Class 9 | --- | 20.0 | 4.0 | --- | --- | 16.0 | 1 | 19.0 | 5 | --- | --- | --- |
| Class 10 | --- | 12.0 | 2.0 | --- | --- | 10.0 | --- | 12.0 | 3 | --- | --- | --- |
| Class 11 | --- | 15.0 | --- | --- | --- | 15.0 | --- | 15.0 | 4 | --- | --- | --- |
| Totals | 1 | 587.5 | 139.2 | 12.0 | 28.0 | 409.5 | 15.0 | 573.5 | 147.5 | 7.0 | 10.0 | --- |

## Table XII

## COMPUTER SERVICES JOB CLASSIFICATION
## BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Mincrities | W |
| Supervisors | 100.% | 0 | 0 | 0 | 0 | 100% | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | |
| Programmers | 66.7 | 33.3 | 0 | 0 | 0 | 100 | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Operators | 33.3 | 66.7 | 0 | 0 | 0 | 100 | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |

## COMPUTER SERVICES JOB CLASSIFICATION
## BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisors | 4 | 0 | 0 | 0 | 0 | 4 | 3 | 1 | 0 | 0 | 0 | |
| Programmers | 2 | 1 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | |
| Operators | 2 | 4 | 0 | 0 | 0 | 6 | 6 | 0 | 0 | 0 | 0 | |
| Totals | 8 | 5 | 0 | 0 | 0 | 13 | 12 | 1 | 0 | 0 | 0 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Managers and Administrators | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | 97.3% |
| Professional Technical and Related | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | 93.3 |

## Table XIII
## SUPPLY AND DISTRIBUTION JOB CLASSIFICATION
## BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisors | 100% | 0 | 0 | 0 | 0 | 100% | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | |
| Foremen | 100 | 0 | 16.7 | 0 | 0 | 83.3 | 83. | 17. | 1.7 | 1.2 | 1. | |
| Warehousemen | 90.9 | 9.1 | 18.2 | 9.1 | 0 | 72.7 | 38.7 | 61.3 | 14.9 | 1.6 | 2.5 | |
| Truck Driver | 100. | 0 | 40. | 0 | 10 | 50. | 96.9 | 3.1 | 6.6 | 1.5 | 2.0 | |
| Averages | 96.7 | 3.3 | 23.3 | 3.3 | 3.3 | 70. | | | | | | |

## SUPPLY AND DISTRIBUTION JOB CLASSIFICATION
## BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisors | 3 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | |
| Foremen | 6 | 0 | 1 | 0 | 0 | 5 | 5 | 1 | 0 | 0 | 0 | |
| Warehousemen | 10 | 1 | 2 | 1 | 0 | 8 | 4 | 7 | 2 | 0 | 0 | |
| Truck Drivers | 10 | 0 | 4 | 0 | 1 | 5 | 10 | 0 | 1 | 0 | 0 | |
| Totals | 29 | 1 | 7 | 1 | 1 | 21 | 21 | 9 | 3 | 0 | 0 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Managers and Administrators | 83.0% | 17.0% | 1.7% | 1.2% | 1.0 | 97.3% |
| Service Except Private Household | 38.7 | 61.3 | 14.9 | 1.6 | 2.5 | 81. |
| Transport Equipment Operatives | 96.9 | 3.1 | 6.6 | 1.5 | 2.0 | 91.1 |

## Table XIV

### ENGINEERING SERVICES JOB CLASSIFICATION BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisor | 100% | 0 | 0 | 0 | 0 | 100% | 0 | 0 | 0 | 0 | 0 | |
| Engineers | 100. | 0 | 0 | 0 | 0 | 100. | 100. | 0 | 1.1 | 1.7 | 1.2 | |
| Engineering Tech. | 100. | 0 | 25. | 0 | 0 | 75. | 100. | 0 | 1.1 | 1.7 | 1.2 | |
| Averages | 100. | 0 | 14.3 | 0 | 0 | 85.7 | 100. | 0 | 1.1 | 1.7 | 1.2 | |

### ENGINEERING SERVICES JOB CLASSIFICATION BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Supervisor | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Engineers | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | |
| Engineering Tech. | 4 | 0 | 1 | 0 | 0 | 3 | 4 | 0 | 0 | 0 | 0 | |
| Totals | 7 | 0 | 1 | 0 | 0 | 6 | 6 | 0 | 0 | 0 | 0 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.S. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Professional, Technical and Related Engineering | 100.% | NA | 1.1 | 1.7 | 1.2 | 95.9 |

## Table XV

### GRAPHICS JOB CLASSIFICATION
### BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Materials Dev. Tech. | 66.7% | 33.3% | 33.3% | 0 | 0 | 66.7% | 96.2% | 3.8% | 4.6% | 1.8% | 1.7% | |
| Art Specialists | 100. | 0 | 0 | 0 | 0 | 100. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Print Shop | 77.8 | 22.2 | 22.2 | 11.1 | 22.2 | 36.4 | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Publication Specialists | 0 | 100. | 0 | 0 | 0 | 100. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Averages | 70.6 | 29.4 | 17.7 | 5.9 | 11.8 | 64.7 | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |

### GRAPHICS JOB CLASSIFICATION
### BY NUMBER

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Materials Dev. Tech. | 2 | 1 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | |
| Art Specialists | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | |
| Print Shop | 7 | 2 | 2 | 1 | 2 | 4 | 9 | 0 | 0 | 0 | 0 | |
| Publication Specialist | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | |
| Totals | 12 | 5 | 3 | 1 | 2 | 11 | 17 | 0 | 0 | 0 | 0 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Professional, Technical and Related | 96.2% | 3.8% | 4.6% | 1.8% | 1.7% | 93.3% |

## Table XVI

### FAMILY-SCHOOL CORRELATORS, COMMUNITY GUIDANCE WORKERS AND SCHOOL COMMUNITY COUNSELORS
### BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Family-School Correlators | 50.% | 50.% | 40.% | 10.% | 10.% | 40.% | 20.4% | 79.6% | 14.6% | 1.7% | 2.5% | |
| Community Guidance Workers | 0 | 100. | 64.3 | 10.7 | 3.6 | 21.4 | 20.4 | 79.6 | 14.6 | 1.7 | 2.5 | |
| School Community Counselors | 20. | 80. | 20. | 0 | 40. | 0 | 20.4 | 79.6 | 14.6 | 1.7 | 2.5 | |

### FAMILY-SCHOOL CORRELATORS, COMMUNITY GUIDANCE WORKERS AND SCHOOL COMMUNITY COUNSELORS
### BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Family-School Correlators | 5 | 5 | 4 | 1 | 1 | 4 | 2 | 8 | 1 | 0 | 0 | |
| Community Guidance Workers | 0 | 28 | 18 | 3 | 1 | 6 | 6 | 22 | 4 | 1 | 1 | |
| School Community Counselors | 1 | 4 | 1 | 0 | 4 | 0 | 1 | 4 | 1 | 0 | 0 | |

Oklahoma City Standard Statistical Area Employment by Sex and Minority Status for 1974

| Service except Private Household | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Personal, Health and Other Services | 20.4% | 79.6% | 14.6% | 1.7% | 2.5% | 81.2% |

## Table XVII

## TRANSPORTATION JOB CLASSIFICATION BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Garage | 100% | 0 | 7.1% | 0 | 0 | 92.9% | 93.9% | 6.1 | 4.4% | 1.7% | 2.5% | |
| Drayage | 100 | 0 | 20.0 | 0 | 0 | 80.0 | 96.9 | 3.1 | 6.6 | 1.5 | 2.0 | |
| Bus Drivers | 69 | 31 | 58.7 | 0 | 0 | 41.3 | 96.9 | 3.1 | 6.6 | 1.5 | 2.0 | |
| Averages | 73.1 | 26.9 | 52.4 | 0 | 0 | 47.6 | 96.6 | 3.5 | 6.2 | 1.4 | 2.1 | |

## TRANSPORTATION JOB CLASSIFICATION BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.S. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Garage | 14 | 0 | 1 | 0 | 0 | 13 | 13 | 1 | 1 | 0 | 0 | |
| Drayge | 5 | 0 | 1 | 0 | 0 | 4 | 5 | 0 | 0 | 0 | 0 | |
| Bus Drivers | 87 | 39 | 74 | 0 | 0 | 52 | 122 | 4 | 8 | 2 | 3 | |
| Totals | 106 | 39 | 76 | 0 | 0 | 69 | 140 | 5 | 9 | 2 | 3 | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Craftsmen, Foreman and Related | 93.9% | 6.1% | 4.4% | 1.7% | 2.5% | 91.4% |
| Transport Equipment Operators | 96.9 | 3.1 | 6.6 | 1.5 | 2.0 | 91.1 |

Table XVIII

## SECURITY EMPLOYEES BY JOB CLASSIFICATION BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A | Other Minorities | W |
| Sergeant | 100% | - | 66.7% | - | - | 33.3% | 96.0% | 4.0% | 2.8% | 1.2% | .6% | |
| Patrolmen | 100 | - | 34.3 | - | - | 65.7 | 96.0 | 4.0 | 2.8 | 1.2 | .6 | |
| Averages | 100 | - | 36.8 | - | - | 63.2 | 96.0 | 4.0 | 2.8 | 1.2 | .6 | |

## SECURITY EMPLOYEES BY JOB CLASSIFICATION BY NUMBER OF EMPLOYEES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Sergeant | 3 | - | 2 | - | - | 1 | 3 | - | - | - | - | |
| Patrolmen | 35 | - | 12 | - | - | 23 | 34 | 1 | - | - | - | |
| Totals | 38 | - | 14 | - | - | 24 | 37 | 1 | - | - | - | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| Service Except Household Service | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Protective Service | 96.0% | 4.0% | 2.8% | 1.2% | .6% | 95.4% |

## Table XIX

### BROADCASTING SERVICES BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Chief Engineer | 100.% | 0 | 0 | 0 | 0 | 100% | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | |
| Engineering | 100. | 0 | 0 | 0 | 0 | 100. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Production | 100. | 0 | 0 | 0 | 0 | 100. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Inst. Services | 33.3 | 66.7 | 0 | 0 | 0 | 100. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | |
| Averages | 87.5 | 12.5 | 0 | 0 | 0 | 100. | 93.75 | 0 | 6.25 | 0 | 0 | |

### BROADCASTING SERVICES BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Chief Engineer | 1 | 0 | 0 | 0 | 0 | 1 | - | - | - | - | - | |
| Engineering | 6 | 0 | 0 | 0 | 0 | 6 | 6 | - | - | - | - | |
| Production | 6 | 0 | 0 | 0 | 0 | 6 | 6 | - | - | - | - | |
| Inst. Services | 1 | 2 | 0 | 0 | 0 | 3 | 3 | - | - | - | - | |
| Totals | 14 | 2 | 0 | 0 | 0 | 16 | 15 | - | 1 | - | - | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Managers & Administrators | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | 97.3% |
| Professional, Technical, and Related | 96.2 | 3.8 | 4.6* | 1.8 | 1.7 | 93.3 |

## Table XX

### GRANTS MANAGEMENT BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Director | 0 | 100.% | 0 | 0 | 0 | 100.% | 96.2% | 3.8% | 4.6% | 1.8% | 1.7% | 93.3% |
| Assistant Coordinators | 33.3 | 66.7 | 33.3 | 0 | 33.3 | 33.3 | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | 93.3 |
| Accounts Manager | 100. | 0 | 0 | 0 | 0 | 100. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | 93.3 |
| Averages | 40. | 60. | 20. | 0 | 20. | 60. | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | 93.3 |

### GRANTS MANAGEMENT BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Director | 0 | 1 | 0 | 0 | 0 | 1 | 1 | - | - | - | - | |
| Assistant Coordinators | 1 | 2 | 1 | 0 | 1 | 1 | 3 | - | - | - | - | |
| Accounts Manager | 1 | 0 | 0 | 0 | 0 | 1 | 1 | - | - | - | - | |
| Totals | 2 | 3 | 1 | 0 | 1 | 3 | 5 | - | - | - | - | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status 1974

| | M | F | B | S.A | Other Minorities | W |
|---|---|---|---|---|---|---|
| Professional, Technical, and Related | 96.2 | 3.8 | 4.6 | 1.8 | 1.7 | 93.3 |

## Table XXI

## MANAGERS AND ADMINISTRATORS
## BY PERCENTAGES

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Managers & Administrators | 82.5% | 17.5% | 17.5% | 2.5% | 0 | 62.5 | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | |

## MANAGERS AND ADMINISTRATORS
## BY NUMBERS

| | Existing | | | | | | Minimum Ultimate | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | B | S.A. | Other Minorities | W | M | F | B | S.A. | Other Minorities | W |
| Managers & Administrators | 33 | 7 | 7 | 1 | 0 | 25 | 33 | 7 | 1 | - | - | |

Oklahoma City Standard Metropolitan Statistical Area Employment by Sex and Minority Status for 1974

| | M | F | B | S.A. | Other Minorities | W |
|---|---|---|---|---|---|---|
| Managers and Administrators | 83.0% | 17.0% | 1.7% | 1.2% | 1.0% | 97.3% |

### Table XXII

## GOALS BY DEPARTMENTS

| | M | F | B | S.A. | Other Minorities |
|---|---|---|---|---|---|
| Security | -- | 1 | -- | -- | -- |
| Maintenance | -- | 10 | -- | 2 | 1 |
| Food Service | 96 | -- | -- | 6 | 12 |
| Custodial Service | -- | 58 | -- | 6 | 10 |
| Clerical | 14 | -- | 8.3 | -- | -- |
| Computer Services | 4 | -- | -- | -- | -- |
| Supply and Distribution | -- | 8 | -- | -- | -- |
| Engineering | -- | -- | -- | -- | -- |
| Graphics | 5 | -- | -- | -- | -- |
| Family School Correlators | -- | 3 | -- | -- | -- |
| Community Guidance Workers | 6 | -- | -- | -- | -- |
| School Community Counselors | -- | -- | -- | -- | -- |
| Transportation | 34 | -- | -- | 2 | 3 |
| Broadcasting | -- | -- | 1✓ | -- | -- |
| Grants Management | 3 | -- | -- | -- | -- |
| Mgr. & Admr. | -- | -- | -- | -- | -- |
| Totals | 162 | 80 | 9.3 | 16 | 26 |

# MANPOWER INFORMATION FOR
# AFFIRMATIVE ACTION PROGRAMS
# 1974

## OKLAHOMA CITY
## Standard Metropolitan Statistical Area

The data in this report meet the minimum requirements of OFCC Revised Order No. 4, Subpart B, paragraph 60-2.11; section (a), (1), (i)-(v) and (2), (i)-(v).

Oklahoma Employment Security Commission
Oklahoma State Employment Service
Research and Planning Division
310 Will Rogers Memorial Office Building
Telephone 1-405-521-3735
Oklahoma City, Oklahoma   73105

## **OKLAHOMA CITY STANDARD METROPOLITAN STATISTICAL AREA

### Table 1. Population by Sex and Minority Status

1970

| Minority Status | Number | | Percent Distribution | | Labor Force Participation Rate | |
|---|---|---|---|---|---|---|
| | Total | Female | Total | Female | Total | Female |
| | (1) | (2) | (3) | (4) | (5) | (6) |
| 1. Total | 698,180 | 360,993 | 100.0 | 100.0 | 59.8 | 45.0 |
| 2. White | 624,721 | 322,168 | 89.5 | 89.2 | 59.9 | 44.4 |
| 3. Black | 55,662 | 29,713 | 8.0 | 8.2 | 59.0 | 52.0 |
| 4. American Indian | 15,277 | 7,818 | 2.2 | 2.2 | NA | NA |
| 5. Oriental | 1,316 | 724 | 0.2 | 0.2 | NA | NA |
| 6. Other Races | 1,224 | 571 | 0.2 | 0.2 | 58.2 | 45.0 |
| 7. Spanish-American | 11,521 | 5,706 | 1.6 | 1.6 | 63.2 | 46.7 |
| 8. Minority Groups* | 85,000 | 44,532 | 12.2 | 12.3 | 59.4 | 50.0 |

*1/ Includes American Indian and Oriental*

*Notes: NA = Not Available*

** Sum of Spanish American and all races except white. Some duplication possible since Spanish-American may include nonwhite races as well as white.*
*Sum of individual items may not equal totals because of rounding.*

*Source: Census of Population 1970.*

*** Includes Oklahoma, Canadian, Cleveland, Pottawatomie and McClain Counties.*

# OKLAHOMA CITY SMSA

## Table 2. Employment Status by Sex and Minority Status

1974 Annual Average

| Sex and Minority Status | Work Force | Employed | Unemployed | Percent Distribution | | | Unemployment Rate |
|---|---|---|---|---|---|---|---|
| | | | | Work Force | Employed | Unemployed | |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| **Both Sexes** | | | | | | | |
| 1. Total | 349,850 | 334,270 | 15,580 | 100.0 | 100.0 | 100.0 | 4.5 |
| 2. White | 317,890 | 304,580 | 13,310 | 90.9 | 91.1 | 85.4 | 4.2 |
| 3. Black | 24,990 | 23,130 | 1,860 | 7.1 | 6.9 | 11.9 | 7.4 |
| 4. Other Races | 6,970 | 6,560 | 410 | 2.0 | 2.0 | 2.6 | 5.9 |
| 5. Spanish American | 5,350 | 5,000 | 350 | 1.5 | 1.5 | 2.3 | 6.5 |
| 6. Minority Group* | 37,310 | 34,690 | 2,620 | 10.6 | 10.4 | 16.8 | 7.6 |
| **Female** | | | | | | | |
| 7. Total | 140,650 | 133,040 | 7,610 | 100.0 | 100.0 | 100.0 | 5.4 |
| 8. Percent of both Sexes | 40.1 | 39.8 | 48.9 | xxx | xxx | xxx | xxx |
| 9. White | 125,490 | 119,030 | 6,460 | 89.3 | 89.5 | 84.9 | 5.1 |
| 10. Black | 12,350 | 11,370 | 980 | 8.7 | 8.5 | 12.8 | 7.9 |
| 11. Other Races | 2,810 | 2,640 | 170 | 2.0 | 2.0 | 2.3 | 6.0 |
| 12. Spanish American | 1,920 | 1,800 | 120 | 1.4 | 1.4 | 1.6 | 6.3 |
| 13. Minority Group* | 17,080 | 15,810 | 1,270 | 12.1 | 11.9 | 16.7 | 7.4 |

*Note:* * *Sum of Spanish American and all races except white. Some duplication possible since Spanish American may include nonwhite races in addition to white.*
*Sum of individual items may not equal totals because of rounding.*
*Percentages computed from unrounded figures.*

*Source: Oklahoma State Employment Service*

## OKLAHOMA CITY STANDARD METROPOLITAN STATISTICAL AREA

### Table 3. Occupations of Employed Persons, by Sex and Minority Status, 1970 and 1974

| OCCUPATION | BOTH SEXES | | | | | | FEMALE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total (1) | White (2) | Black (3) | Other Races (4) | Spanish American (5) | Minority Group* (6) | Total (7) | White (8) | Black (9) | Other Races (10) | Spanish American (11) | Minori Group (12) |
| All Occupations - Number 1974 | 334,270 | 304,580 | 23,130 | 6,560 | 5,000 | 34,690 | 133,040 | 119,030 | 11,370 | 2,640 | 1,800 | 16,81 |
| Number 1970 | 261,987 | 238,718 | 18,125 | 5,144 | 3,913 | 27,187 | 104,267 | 93,290 | 8,913 | 2,064 | 1,414 | 12,39 |
| Percent 1970 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Professional, Technical & Related | 16.4 | 16.8 | 11.0 | 14.1 | 19.5 | 12.8 | 15.5 | 15.8 | 13.1 | 13.7 | 20.2 | 14.0 |
| Engineers | 1.8 | 2.0 | 0.3 | 1.2 | 2.2 | 0.8 | NA | NA | NA | NA | NA | NA |
| Medical & Health Workers | 2.4 | 2.4 | 1.8 | 2.7 | 3.2 | 2.1 | 3.6 | 3.7 | 2.4 | 4.8 | 5.7 | 3.2 |
| Teachers, Elem. & Sec. Schools | 2.9 | 2.8 | 3.7 | 2.4 | 3.3 | 3.4 | 5.6 | 5.6 | 5.9 | 4.3 | 6.9 | 5.8 |
| Other Professional | 9.3 | 9.6 | 5.2 | 7.8 | 10.8 | 6.5 | 6.3 | 6.5 | 4.8 | 4.6 | 7.6 | 5.1 |
| Managers & Administrators, Nonfarm | 10.3 | 11.0 | 2.6 | 5.5 | 8.2 | 4.0 | 4.4 | 4.7 | 1.6 | 1.6 | 4.1 | 1.8 |
| Sales | 8.2 | 8.8 | 1.8 | 3.7 | 6.6 | 2.9 | 8.0 | 8.8 | 1.4 | 3.2 | 8.6 | 2.5 |
| Retail Stores | 4.3 | 4.6 | 1.0 | 1.7 | 4.4 | 1.6 | 6.2 | 6.8 | 1.2 | 2.5 | 6.4 | 2.0 |
| Other Sales Workers | 3.9 | 4.2 | 0.8 | 2.0 | 2.2 | 1.3 | 1.8 | 2.0 | 0.2 | 0.7 | 2.2 | 0.5 |
| Clerical | 21.2 | 21.9 | 13.5 | 18.2 | 18.6 | 15.1 | 39.7 | 41.8 | 18.4 | 34.5 | 34.6 | 22.9 |
| Secretaries, Stenographers & Typists | 5.8 | 6.1 | 2.2 | 5.4 | 4.5 | 3.1 | 14.2 | 15.1 | 4.4 | 12.4 | 12.4 | 6.7 |
| Other Clerical Workers | 15.4 | 15.8 | 11.3 | 12.8 | 14.1 | 12.0 | 25.5 | 26.7 | 14.0 | 22.1 | 22.2 | 16.2 |
| Craftsmen, Foremen & Related | 13.7 | 14.0 | 8.7 | 17.2 | 15.5 | 11.3 | 2.1 | 2.2 | 2.0 | 2.5 | 1.5 | 2.0 |
| Construction Craftsmen | 3.4 | 3.5 | 1.8 | 4.8 | 4.5 | 2.8 | NA | NA | NA | NA | NA | NA |
| Mechanics & Repairmen | 4.3 | 4.3 | 3.7 | 4.9 | 5.4 | 4.1 | NA | NA | NA | NA | NA | NA |
| Machinists & Other Metal Craftsmen | 1.0 | 1.0 | 0.6 | 2.1 | 0.8 | 0.9 | NA | NA | NA | NA | NA | NA |
| Other Craftsmen | 5.0 | 5.2 | 2.6 | 5.4 | 4.8 | 3.5 | NA | NA | NA | NA | NA | NA |
| Operatives except Transport | 8.9 | 8.3 | 15.2 | 15.2 | 11.1 | 14.6 | 8.2 | 7.5 | 13.2 | 17.3 | 9.8 | 13.5 |
| Durable Goods Manufacturing | 3.7 | 3.4 | 6.6 | 6.3 | 5.1 | 6.3 | 4.0 | 3.6 | 7.4 | 7.0 | 4.2 | 7.0 |
| Nondurable Goods Manufacturing | 1.3 | 1.2 | 2.3 | 3.1 | 1.9 | 2.4 | 1.4 | 1.4 | 1.5 | 4.0 | 2.1 | 2.0 |
| Nonmanufacturing | 3.9 | 3.7 | 6.3 | 5.8 | 4.1 | 5.9 | 2.8 | 2.5 | 4.3 | 6.3 | 3.5 | 4.5 |
| Transport Equipment Operatives | 3.9 | 3.9 | 3.7 | 3.9 | 3.8 | 3.8 | 0.3 | 0.3 | 0.1 | 0.4 | 0.0 | 0.1 |
| Laborers, Nonfarm | 3.8 | 3.3 | 9.2 | 5.7 | 3.8 | 7.8 | 1.0 | 0.9 | 1.6 | 0.7 | 0.8 | 1.4 |
| Service except Private Household | 11.5 | 10.5 | 24.8 | 14.8 | 12.2 | 20.9 | 17.7 | 16.3 | 30.6 | 23.4 | 19.5 | 28.2 |
| Cleaning & Food Service | 6.0 | 5.3 | 14.9 | 8.8 | 6.3 | 12.3 | 8.6 | 7.9 | 14.3 | 12.5 | 8.8 | 13.4 |
| Protective Service | 1.0 | 1.1 | 0.4 | 0.3 | 0.8 | 0.4 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 |
| Personal, Health & Other Services | 4.5 | 4.1 | 9.5 | 5.7 | 5.1 | 8.2 | 9.0 | 8.3 | 16.2 | 10.9 | 10.7 | 14.7 |
| Private Household Workers | 1.1 | 0.5 | 8.9 | 1.1 | 0.2 | 6.2 | 2.8 | 1.4 | 17.8 | 2.7 | 0.4 | 13.2 |
| Farm Workers | 1.0 | 1.0 | 0.6 | 0.6 | 0.5 | 0.6 | 0.3 | 0.3 | 0.2 | 0.0 | 0.5 | 0.2 |

*NOTES: NA = Not Available.*

** Sum of Spanish American and all races except white. Some duplication possible since Spanish American may include nonwhite races in addition to white.*

*Source: Census of Population, 1970 and Oklahoma State Employment Service.*

## OKLAHOMA CITY STANDARD METROPOLITAN STATISTICAL AREA

### Table 4. Last Occupation of the Experienced Unemployed, by Sex and Minority Status 1970

| MAJOR OCCUPATIONAL GROUP | BOTH SEXES | | | | | | | FEMALE | | | | | | MINORITY GROUP | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Minority Groups* | | | | | | | | | |
| | Total | White | Black | Other Races | Spanish American | Total | Percent Of All Races | Total | Total Female As a Percent Of Total Both Sexes | White | Black | Other Races | Spanish American | Total | Percent Both Sex |
| **TOTAL** | 8,194 | 6,992 | 984 | 218 | 194 | 1,396 | 17.0 | 3,893 | 47.5 | 3,300 | 504 | 89 | 67 | 660 | 47.3 |
| Percent of Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | xxx | 100.0 | xxx | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | xxx |
| Professional, Technical & Related | 11.8 | 12.8 | 4.7 | 13.3 | 19.6 | 8.1 | 11.7 | 10.2 | 41.1 | 10.7 | 5.5 | 20.2 | 10.4 | 8.0 | 46.9 |
| Sales | 7.6 | 8.3 | 2.1 | 9.2 | 16.5 | 5.2 | 11.7 | 9.8 | 60.9 | 10.4 | 4.2 | 18.0 | 29.8 | 8.6 | 78.1 |
| Clerical | 18.7 | 20.4 | 9.8 | 3.7 | 16.5 | 9.8 | 8.9 | 33.4 | 84.8 | 37.4 | 12.9 | 0.0 | 40.3 | 13.9 | 67.2 |
| Craftsmen, Foremen & Related | 14.0 | 14.3 | 10.7 | 18.3 | 7.2 | 11.4 | 13.9 | 2.8 | 9.6 | 2.7 | 2.8 | 5.6 | 0.0 | 2.9 | 11.9 |
| Operatives | 18.1 | 17.5 | 20.9 | 24.3 | 30.9 | 22.8 | 21.5 | 12.6 | 33.1 | 12.5 | 15.5 | 0.0 | 8.9 | 12.7 | 26.3 |
| Nonfarm Laborers | 7.7 | 6.7 | 15.3 | 6.4 | 5.7 | 12.6 | 27.9 | 1.0 | 6.0 | 0.4 | 5.0 | 0.0 | 0.0 | 3.8 | 14.2 |
| Service, except Private Households | 17.5 | 16.3 | 25.2 | 20.2 | 3.6 | 21.4 | 20.8 | 22.4 | 60.9 | 19.9 | 34.3 | 49.4 | 10.4 | 33.9 | 74.9 |
| Service, Private Households | 1.3 | 0.4 | 7.4 | 2.7 | 0.0 | 5.6 | 73.1 | 2.8 | 100.0 | 0.9 | 14.5 | 6.7 | 0.0 | 12.0 | 100.0 |
| Farm Workers | 0.7 | 0.6 | 1.0 | 1.8 | 0.0 | 1.0 | 24.6 | 0.1 | 10.5 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Last Worked 1959 or Earlier 1/ | 2.5 | 2.6 | 2.7 | 0.0 | 0.0 | 1.9 | 13.1 | 4.8 | 90.3 | 4.8 | 5.3 | 0.0 | 0.0 | 4.1 | 100.0 |

*NOTES:* * *Sum of Spanish Americans and all races except white. Some duplication possible since Spanish Americans may include nonwhite races in addition to white.*
*Sum of detail may not equal totals because of rounding.*
1/ *Occupation not available.*

*Source:* *Census of Population 1970.*

OKLAHOMA CITY STANDARD METROPOLITAN STATISTICAL AREA

### Table 5. Occupation of Job Applicants at Local Offices of the Oklahoma State Employment Service, by Sex and Minority Status. March 1975

| Major Occupational Group | Total | Female | | Minority Group | |
|---|---|---|---|---|---|
| | | Number | Percent of Total | Number | Percent of Total |
| Total | 29,813 | 11,640 | 39.0 | 5,426 | 18.2 |
| Professional, technical & managerial | 3,572 | 1,210 | 33.9 | 320 | 9.0 |
| Clerical & sales | 7,671 | 5,452 | 71.1 | 950 | 12.4 |
| Service | 3,845 | 2,377 | 61.8 | 1,420 | 36.9 |
| Processing | 476 | 118 | 24.8 | 136 | 28.6 |
| Machine trades | 1,897 | 183 | 9.6 | 279 | 14.7 |
| Bench work | 2,607 | 1,597 | 61.3 | 507 | 19.4 |
| Structural work | 5,009 | 172 | 3.4 | 849 | 16.9 |
| Farming, forestry & fishing | 230 | 22 | 9.6 | 35 | 15.2 |
| Miscellaneous | 4,506 | 509 | 11.3 | 930 | 20.6 |

*Source: Oklahoma State Employment Service*

# APPENDIX H

## EXTRACURRICULAR ACTIVITIES

OKLAHOMA CITY PUBLIC SCHOOLS
900 N. Klein

ACTIVITIES REPORT
TITLE IX
APRIL, 1976

## I. AREA OF INVESTIGATION

Extra-curricular activities

## II. ITEMS INCLUDED IN THE AREA UNDER INVESTIGATION

1. Organizations--Clubs
    1. Sponsor
        a. sex of
        b. method of assignment and interest
        c. pay for services
    2. List all organizations--examine constitution of:
        a. philosophy
        b. dues
        c. membership requirements--sex and race
        d. meeting place--time--date
        e. look at leadership participation
    3. Interest of both sexes
2. Extra-curriculars--class oriented, i.e.
    band, chorus, cheerleaders, majorettes, yearbook
    1. Sponsor--sex of
    2. Name of
    3. Pay
    4. Membership requirements
    5. Skill requirements

## III. PERTINENT INFORMATION THAT IS RELEVANT TO THE AREA

1. The sex of club sponsors, system-wide is 40% male and 60% female. The sponsors either volunteer for an extra-curricular assignment or are asked by the building Principal to assume sponsorship. In most cases, the sponsors have a great deal of interest and knowledge in the club content with which they are working. There is no extra-pay for these services.

2. In all Constitutions, the philosophy was parallel to that of each individual school. The dues are very little if any at all in the clubs. The membership requirements are not discriminatory in most clubs. The exceptions are those clubs that have been open to only one sex. The leadership participation is open to both sexes in all clubs other than those exceptions mentioned above.

3. Very few clubs presently are of interest only to males or only females. These have been subject-oriented clubs, such as, Home Economics, Welding, Athletic, Pep and Cheerleading.

4. The names of some clubs suggest that they are open only to members of one sex. For example, in four of the Pep Clubs, the name they go by ends in "ette". This is a female ending. The "O" Clubs (for athletes) and the Letterman's Clubs are, in most schools, open only to males or females.

5. For sponsors of activities such as Yearbook, Band and Chorus, there is a stipend paid for their services. This is because that many hours off of contract time are spent working with these groups.

6. The membership requirements for belonging to these kinds of activities is not discriminatory in most instances. However, skills are required that may be traditionally attributed to one sex. Presently, majorettes and cheerleaders are females, because of the certain skills required for performance. These skills will have to be broadened to include both sexes.

## IV. DATA OBTAINED FROM:

1. Individual schools
   a. membership in extra-curricular activities by race and sex.
   b. Constitutions gathered and studied for each club.

## V. DATA--ANALYSIS

Percentage of race and sex of membership according to each school is shown on accompanying charts.

## VI. INTERPRETATION OF DATA

1. The majority of clubs are in compliance with the philosophy of their school, and with the Title IX guidelines.
2. The sex ratio of the student population is not known at this time, but membership in many clubs falls within the 60-40 percentage goal that we have set up.

3. In most clubs there is an equality of opportunity for participation. Documentation is being kept in clubs that have begun to open up membership to the sex previously excluded.

## VII. CONCLUSIONS, RECOMMENDATIONS

Based on data, this information will be disseminated to building Principals.

### A. REMEDIAL

As of OCTOBER, 1976, Club Constitutions will be rewritten to exclude discriminatory statements.

The ratio of sexes will attempt not to exceed the 60-40 percentages. We ask that the Research Department get this data for the 1976-77 school year.

We ask that the High School building Principals approve the March 5, 1976 recommendations of the Activities Directors concerning Cheerleaders and Pep Clubs.

### B. AFFIRMATIVE

By 1976: Constitutions will be revised.
Pep Clubs and Cheerleading will be openly announced to include each sex and that every effort be given to see that each sex is represented.
That the athletic "O" Clubs be combined into one club rather than the existing one for females only and males only.

By 1977: The Honors and Awards programs will be studied and revised as to discrimination on the basis of sex.
Individual School Handbooks will be studied and rewritten as to discriminatory statements that may appear, on the basis of sex or race.

By 1978: Extra-curricular activities in the Oklahoma City Public School System will provide an equality of opportunity to every student within the District, there by being in full compliance with the Title IX Regulations.

OKLAHOMA CITY PUBLIC SCHOOLS
900 N. Klein

ACTIVITIES REPORT
TITLE IX
APRIL, 1976

Upon reading the constitutions of all the active clubs in each of the nine high schools, the Committee found the following school constitutions to be discriminatory. These conclusions were drawn by noting that certain clubs were either open only to females or only open to males. However, most of the discrimination was found in the masculine or feminine pronouns used in the context.

### Capitol Hill

Mu Alpha Theta
Jets
VICA
FBLA
Student Council
Pep Club--Female only

### Classen

Pep Club--Female only
Boy's "O" Club--Males only
Girl's "O" Club--Females only
F.C.A.
Modern Dance

### Douglass

Foreign Language
Student Council
Art Club
Honor Society
Pep Club--Females only
Law Club
FTA
Human Relations

### Grant

Pep Club--Females only
FBLA
DECA
Girl's "O" Club--Females only
Art Club

### Grant (cont.)

Science Club
French Club
Student Council
Librarians
Math Club

### John Marshall

DECA
Spanish Club
Courtesy Club--Females only
VICA
Girl's "O" Club--Females only
Letterman's Club--Males only
Safety Council
Chef's--Hero
Thespian
Pep Club--Females only
Boy's "O" Club--Males only
FFA
German Club
Secretaries--Females only
FCA
Mat Maids--Females only

### Northeast

Human Relations
Honor Society
Morning Inspiration
Mat Maids--Females only
Cheerleaders--Females only
FBLA
Mu Alpha Theta
Pep Club--Females only
Student Council
Spanish Club

## Northwest Classen

20th Century Homemakers--Females only
FBLA
Chess
FTA
Pep Club--Females only
Honor Society
French Club
Courtesy Club--Females only
Pep Council
Leader Corps--Females only
Human Relations
Student Council

## Southeast

Pep Club--Females only
Shake-em-up!
Youth For Christ
DECA
Quill & Scroll
Fencing
Karate
Math
FBLA
Thespians

## Star Spencer

FBLA
Pep Club--Females only
Student Council

OKLAHOMA CITY PUBLIC SCHOOLS
900 N. Klein
Oklahoma City, Oklahoma 73106

ACTIVITIES REPORT:
Ethnic Membership
Title IX

| | | MEMBERSHIP NUMBERS | | | | SPONSOR SEX | MEMBERSHIP PERCENTAGES | | | | SPONSOR PERCENTS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | CLUB | M | F | B | O | | M | F | B | O | M | F |
| CAPITOL HILL | Modern Dance | 0 | 26 | 23 | 3 | F | | 100 | 88 | 12 | 52% | 48% |
| | Vocal Music | 10 | 41 | 11 | 40 | M | 19 | 81 | 22 | 78 | | |
| | Band | 0 | 29 | 11 | 55 | M | 56 | 44 | 17 | 83 | | |
| | Cheerleaders | 0 | 10 | 2 | 8 | F | | 100 | 20 | 80 | | |
| | DECA | 6 | 24 | 2 | 28 | M | 20 | 80 | 6 | 94 | | |
| | FBLA | 1 | 19 | 0 | 20 | M | 5 | 95 | | 100 | | |
| | FHA | 0 | 16 | 3 | 13 | F | | 100 | 19 | 81 | | |
| | FJA | 8 | 7 | 0 | 15 | M | 53 | 46 | | 100 | | |
| | FSA | 0 | 14 | 0 | 14 | F | | 100 | | 100 | | |
| | Foreign Language | 23 | 29 | 10 | 42 | F | 45 | 55 | 20 | 80 | | |
| | Honor Society | 17 | 39 | 5 | 51 | F | 30 | 70 | 8 | 92 | | |
| | Human Relations | 5 | 16 | 21 | 0 | F | 24 | 76 | 100 | | | |
| | I.C.T. | 18 | 11 | 0 | 29 | M | 62 | 38 | | 100 | | |
| | Pep Club | 0 | 133 | 12 | 121 | F | | 100 | 9 | 91 | | |
| | Mu Alpha Theta | 7 | 1 | 0 | 8 | F | 88 | 12 | | 100 | | |
| | Pep Council | 5 | 16 | 4 | 17 | M | 24 | 76 | 19 | 81 | | |
| | Red Cross | 5 | 16 | 3 | 18 | F | 24 | 76 | 14 | 86 | | |
| | Student Council | 23 | 29 | 18 | 34 | M | 44 | 56 | 35 | 65 | | |
| | Student Advisory | 7 | 9 | 4 | 12 | M | 44 | 56 | 25 | 75 | | |
| | VICA CVE | 8 | 13 | 12 | 9 | M | 38 | 62 | 57 | 43 | | |
| | VICA Welding | 35 | 0 | 6 | 29 | M | 100 | | 17 | 83 | | |
| | Youth for Christ | 4 | 7 | 3 | 8 | F | 36 | 64 | 27 | 73 | | |
| | "O" Club | 62 | 30 | 31 | 61 | M&F | 67 | 33 | 34 | 66 | | |
| | Yearbook | 3 | 18 | 2 | 19 | M | 14 | 86 | 10 | 90 | | |

| SCHOOL | CLUB | MEMBERSHIP NUMBERS | | | | SPONSOR SEX | MEMBERSHIP PERCENTAGES | | | | SPONSOR PERCENTS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M | F | B | O | | M | F | B | O | M | F |
| CLASSEN | Drafting | 10 | 8 | 8 | 10 | M | 56 | 44 | 44 | 56 | 47% | 53% |
| | Drama | 7 | 19 | 1 | 25 | M | 27 | 73 | 4 | 96 | | |
| | FBLA | 6 | 23 | 12 | 17 | F | 21 | 79 | 41 | 59 | | |
| | Fellowship of Christian Athletes | 13 | 3 | 2 | 14 | M | 81 | 19 | 13 | 87 | | |
| | French Club | 10 | 21 | 2 | 29 | F | 33 | 67 | 6 | 94 | | |
| | Spanish Club | 12 | 17 | 3 | 26 | F | 41 | 59 | 10 | 90 | | |
| | Gospel Chorus | 6 | 15 | 21 | 0 | M | 29 | 71 | 100 | | | |
| | Modern Dance | 0 | 16 | 16 | 0 | F | | 100 | 100 | | | |
| | Honor Society | 28 | 40 | 11 | 57 | F | 41 | 59 | 16 | 84 | | |
| | Boy's "O" Club | 32 | 0 | 18 | 14 | M | 100 | | 56 | 44 | | |
| | Girl's "O" Club | 0 | 24 | 11 | 13 | F | | 100 | 46 | 54 | | |
| | Pep Club | 0 | 39 | 20 | 19 | F | | 100 | 51 | 49 | | |
| | Safety Club | 10 | 15 | 8 | 17 | M | 40 | 60 | 32 | 68 | | |
| | Travelers Club | 6 | 10 | 4 | 12 | F | 38 | 62 | 25 | 75 | | |
| | Student Council | 11 | 17 | 18 | 10 | M | 40 | 60 | 64 | 36 | | |
| | American Heritage | 14 | 13 | 0 | 27 | M | 52 | 48 | | 100 | | |
| | Band | 33 | 28 | 39 | 22 | M | 55 | 45 | 63 | 37 | | |
| | Vocal Music | 11 | 39 | 20 | 30 | F | 22 | 78 | 40 | 60 | | |
| | Yearbook | 10 | 10 | 0 | 20 | F | 50 | 50 | | 100 | | |
| DOUGLASS | Announcers Club | 3 | 9 | 10 | 2 | M | 25 | 75 | 83 | 17 | 48% | 52% |
| | Art Club | 12 | 13 | 15 | 10 | F | 48 | 52 | 60 | 40 | | |
| | Chess Club | 28 | 7 | 7 | 28 | F | 80 | 20 | 20 | 80 | | |
| | Drill Team | 0 | 18 | 17 | 1 | F | | 100 | 95 | 5 | | |
| | Foreign Language | 2 | 14 | 4 | 12 | M&F | 13 | 87 | 25 | 75 | | |
| | FTA | 5 | 10 | 4 | 11 | M | 33 | 67 | 27 | 73 | | |
| | Gospel Choir | 12 | 25 | 37 | 0 | M | 32 | 68 | 100 | | | |
| | Jets (Science) | 4 | 1 | 0 | 5 | F | 80 | 20 | | 100 | | |
| | Law | 29 | 30 | 18 | 41 | F | 49 | 51 | 30 | 70 | | |
| | Drama | 8 | 11 | 13 | 6 | M | 42 | 58 | 69 | 31 | | |
| | Morning Inspiration | 10 | 20 | 0 | 30 | M | 33 | 67 | | 100 | | |
| | Mu Alpha Theta | 6 | 7 | 2 | 11 | M&F | 46 | 54 | 15 | 85 | | |
| | Honor Society | 29 | 73 | 44 | 58 | M&F | 29 | 71 | 44 | 56 | | |
| | Pep Squad | 29 | 158 | 149 | 38 | M&F | 15 | 85 | 80 | 20 | | |
| | Student Council | 19 | 40 | 32 | 27 | F | 33 | 67 | 54 | 46 | | |
| | Trojets (Band) | 0 | 6 | 6 | 0 | F | | 100 | 100 | | | |

| SCHOOL | CLUB | MEMBERSHIP NUMBERS |  |  |  | SPONSOR SEX | MEMBERSHIP PERCENTAGES |  |  |  | SPONSOR PERCENTS |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | M | F | B | O |  | M | F | B | O | M | F |
| DOUGLASS (continued) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | VICA | 84 | 36 | 69 | 51 | M&F | 70 | 30 | 57 | 43 |  |  |
|  | Vocal Music | 22 | 41 | 44 | 19 | M | 35 | 65 | 70 | 30 |  |  |
|  | Band | 50 | 32 | 51 | 31 | M | 61 | 39 | 62 | 38 |  |  |
|  | Yearbook | 5 | 17 | 10 | 11 | F | 23 | 77 | 46 | 54 |  |  |
| U.S. GRANT | C.O.E. | 2 | 10 | 1 | 11 | M | 17 | 83 | 8 | 92 | 41% | 59% |
|  | DECA | 46 | 40 | 0 | 86 | F | 53 | 47 |  | 100 |  |  |
|  | Drama | 17 | 25 | 2 | 40 | F | 40 | 60 | 5 | 95 |  |  |
|  | Drill Team | 0 | 8 | 0 | 8 | F |  | 100 |  | 100 |  |  |
|  | Fellowship of Christian Athletes | 31 | 0 | 2 | 29 | M | 100 |  | 7 | 93 |  |  |
|  | FBLA | 35 | 100 | 31 | 104 | M | 26 | 74 | 22 | 78 |  |  |
|  | FJA (Yearbook) | 11 | 11 | 2 | 20 | F | 50 | 50 | 10 | 90 |  |  |
|  | Human Relations | 8 | 17 | 12 | 13 | M&F | 32 | 68 | 48 | 52 |  |  |
|  | J.C.L. (Latin) | 7 | 8 | 0 | 15 | F | 47 | 53 |  | 100 |  |  |
|  | Junior Class Planning Comm. | 4 | 10 | 2 | 12 | 3F | 29 | 71 | 14 | 86 |  |  |
|  | Mu Alpha Theta | 10 | 19 | 0 | 29 | M | 53 | 47 |  | 100 |  |  |
|  | Honor Society | 36 | 21 | 1 | 56 | 2F&M | 64 | 36 | 2 | 98 |  |  |
|  | "O" Club--Women | 0 | 25 | 0 | 25 | F |  | 100 |  | 100 |  |  |
|  | Pep Club | 0 | 150 | 5 | 145 | 2F |  | 100 | 3 | 97 |  |  |
|  | Red Cross | 10 | 15 | 5 | 20 | M | 40 | 60 | 20 | 80 |  |  |
|  | Safety Council | 10 | 15 | 5 | 20 | M | 40 | 60 | 20 | 80 |  |  |
|  | Senior Class Planning Comm. | 3 | 10 | 3 | 10 | M&F | 23 | 77 | 23 | 77 |  |  |
|  | Student Council | 6 | 27 | 8 | 33 | 2F&M | 14 | 86 | 20 | 80 |  |  |
|  | VICA | 6 | 28 | 2 | 32 | M&F | 18 | 82 | 10 | 90 |  |  |
|  | Band | 40 | 31 | 10 | 63 | M | 56 | 44 | 15 | 85 |  |  |
|  | Vocal Music | 36 | 74 | 12 | 98 | M | 33 | 67 | 11 | 89 |  |  |
| JOHN MARSHALL | Senior Class Council | 16 | 24 | 7 | 33 | F | 40 | 60 | 17 | 83 | 38% | 62% |
|  | Junior Class Council | 20 | 10 | 3 | 27 | F | 67 | 33 | 10 | 90 |  |  |
|  | Sophomore Class Council | 4 | 24 | 8 | 20 | F | 14 | 86 | 29 | 71 |  |  |
|  | Freshman Class Council | 7 | 6 | 4 | 9 | F | 54 | 46 | 31 | 69 |  |  |
|  | Modern Dance | 10 | 40 | 25 | 25 | F | 20 | 80 | 50 | 50 |  |  |
|  | Vocal Music | 21 | 62 | 32 | 51 | M | 26 | 74 | 39 | 61 |  |  |

| SCHOOL | CLUB | MEMBERSHIP NUMBERS M | F | B | O | SPONSOR SEX | MEMBERSHIP PERCENTAGES M | F | B | O | SPONSOR PERCENTS M | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| JOHN MARSHALL (continued) | | | | | | | | | | | | |
| | Cheerleaders | 0 | 7 | 1 | 6 | F | | 100 | 15 | 85 | | |
| | J.V. Cheerleaders | 0 | 8 | 2 | 6 | F | | 100 | 25 | 75 | | |
| | Majorettes | 0 | 6 | 0 | 6 | M | | 100 | | 100 | | |
| | Drum Major | 2 | 0 | 0 | 2 | M | 100 | | | 100 | | |
| | Yearbook | 8 | 17 | 0 | 25 | F | 32 | 68 | 0 | 100 | | |
| | Band | 47 | 32 | 20 | 59 | M | 60 | 40 | 26 | 74 | | |
| | Announcers | 3 | 2 | 2 | 3 | F | 60 | 40 | 40 | 60 | | |
| | Student Council | 13 | 25 | 5 | 33 | M | 34 | 66 | 14 | 86 | | |
| | Pep Club | 0 | 180 | 5 | 175 | F | | 100 | 3 | 97 | | |
| | Syndicate (Pep) | 10 | 0 | 4 | 6 | M | 100 | | 40 | 60 | | |
| | Boy's "O" Club | 28 | 0 | 1 | 28 | M | 100 | | 4 | 96 | | |
| | N.F.L. | 13 | 4 | 1 | 16 | F | 76 | 24 | 10 | 90 | | |
| | Pep Council | 3 | 6 | 0 | 9 | F | 33 | 67 | | 100 | | |
| | Student Advisory | 3 | 4 | 3 | 4 | M | 43 | 57 | 43 | 57 | | |
| | Safety Council | 30 | 45 | 22 | 53 | M | 40 | 60 | 29 | 71 | | |
| | Courtesy Club | 0 | 49 | 4 | 45 | F | | 100 | 10 | 90 | | |
| | Key Club | 25 | 0 | 0 | 25 | M | 100 | | | 100 | | |
| | DECA | 17 | 22 | 6 | 33 | F | 44 | 56 | 15 | 85 | | |
| | VICA | 2 | 22 | 10 | 14 | F | 8 | 92 | 42 | 58 | | |
| | FFA | 63 | 30 | 2 | 91 | M | 67 | 33 | 3 | 97 | | |
| | FBLA | 0 | 12 | 10 | 2 | F | | 100 | 83 | 17 | | |
| | Art Club | 9 | 16 | 12 | 13 | F | 36 | 64 | 48 | 52 | | |
| | Secretaries Club | 1 | 23 | 6 | 18 | F | 5 | 95 | 25 | 75 | | |
| | Chef's Club | 21 | 5 | 1 | 25 | F | 81 | 19 | 4 | 96 | | |
| | Chess Club | 13 | 2 | 3 | 12 | M | 87 | 13 | 20 | 80 | | |
| | Mat Maids | 0 | 6 | 0 | 6 | F | | 100 | | 100 | | |
| | Science Club | 15 | 5 | 13 | 7 | M | 75 | 25 | 65 | 35 | | |
| | Gospel Choir | 9 | 25 | 34 | 0 | F | 26 | 74 | 100 | | | |
| | Fellowship of Christian Athletes | 15 | 1 | 0 | 15 | M | 94 | 6 | | 100 | | |
| | Rodeo Club | 7 | 6 | 0 | 13 | M | 54 | 46 | | 100 | | |
| | Drama | 12 | 26 | 2 | 36 | M | 31 | 69 | 6 | 94 | | |
| | Black History | 25 | 28 | 51 | 2 | F | 47 | 53 | 96 | 4 | | |
| | Human Relations | 31 | 41 | 29 | 43 | F | 44 | 56 | 41 | 59 | | |
| | J.M.M.X. | 15 | 0 | 1 | 14 | M | 100 | | 7 | 93 | | |
| | Indian Club | 11 | 13 | 9 | 15 | M | 45 | 55 | 38 | 62 | | |
| | Honor Society | 60 | 122 | 4 | 178 | F | 32 | 68 | 2 | 98 | | |
| | Fencing | 1 | 2 | 0 | 3 | F | 33 | 67 | | 100 | | |

| SCHOOL | CLUB | MEMBERSHIP NUMBERS |  |  |  | SPONSOR SEX | MEMBERSHIP PERCENTAGES |  |  |  | SPONSOR PERCENTS |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | M | F | B | O |  | M | F | B | O | M | F |
| JOHN MARSHALL (continued) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Latin Club | 13 | 25 | 0 | 38 | F | 34 | 66 |  | 100 |  |  |
|  | Italian Study Group | 0 | 3 | 0 | 3 | F |  | 100 |  | 100 |  |  |
|  | French Club | 11 | 25 | 2 | 34 | F | 31 | 69 | 6 | 94 |  |  |
|  | Spanish Club | 8 | 36 | 1 | 43 | F | 18 | 82 | 2 | 98 |  |  |
| NORTHEAST | Mat Maids | 0 | 36 | 0 | 36 | M |  | 100 |  | 100 | 30% | 70% |
|  | Modern Dance | 5 | 22 | 9 | 18 | F | 19 | 81 | 33 | 67 |  |  |
|  | Mu Alpha Theta | 22 | 16 | 4 | 34 | F | 58 | 42 | 10 | 90 |  |  |
|  | VICA | 27 | 0 | 3 | 24 | M | 100 |  | 11 | 89 |  |  |
|  | Pep Club | 0 | 52 | 2 | 50 | F |  | 100 | 4 | 96 |  |  |
|  | Morning Inspiration | 12 | 26 | 3 | 35 | M | 31 | 69 | 8 | 92 |  |  |
|  | French Club | 14 | 26 | 3 | 37 | F | 35 | 65 | 8 | 92 |  |  |
|  | Safety Club | 7 | 17 | 1 | 23 | M | 30 | 70 | 5 | 95 |  |  |
|  | FBLA | 2 | 22 | 8 | 16 | F | 8 | 92 | 33 | 67 |  |  |
|  | Latin | 4 | 4 | 0 | 8 | F | 50 | 50 |  | 100 |  |  |
|  | Human Relations | 15 | 25 | 5 | 35 | M | 38 | 62 | 13 | 87 |  |  |
|  | Announcers Club | 9 | 4 | 5 | 8 | M | 69 | 31 | 39 | 61 |  |  |
|  | Drama | 16 | 22 | 12 | 26 | M | 42 | 58 | 31 | 69 |  |  |
|  | FHA--HERO | 14 | 10 | 13 | 11 | F | 58 | 42 | 55 | 45 |  |  |
|  | Cheerleaders | 0 | 7 | 2 | 5 | F |  | 100 | 29 | 71 |  |  |
|  | Presidents Club | 1 | 10 | 4 | 7 | F | 9 | 91 | 36 | 64 |  |  |
|  | Art Club | 10 | 40 | 9 | 41 | F | 20 | 80 | 18 | 82 |  |  |
|  | Drill Team | 0 | 25 | 25 | 0 | F |  | 100 | 100 |  |  |  |
|  | FJA | 10 | 15 | 19 | 6 | F | 40 | 60 | 76 | 24 |  |  |
|  | Student Council | 4 | 15 | 5 | 14 | F | 22 | 78 | 26 | 74 |  |  |
|  | Honor Society | 33 | 51 | 9 | 75 | F | 39 | 61 | 11 | 89 |  |  |
|  | Indian History Club | 1 | 5 | 0 | 6 | F | 17 | 83 |  | 100 |  |  |
|  | Weight Watchers | 2 | 22 | 20 | 4 | F | 8 | 92 | 83 | 17 |  |  |
|  | Spanish | 14 | 27 | 7 | 34 | F | 35 | 65 | 18 | 82 |  |  |
|  | Band | 18 | 28 | 32 | 14 | M | 40 | 60 | 69 | 31 |  |  |
|  | Vocal Music | 3 | 38 | 18 | 20 | F | 8 | 92 | 47 | 53 |  |  |
|  | Yearbook | 12 | 7 | 13 | 6 | F | 64 | 36 | 69 | 31 |  |  |

| SCHOOL | CLUB | MEMBERSHIP NUMBERS | | | | SPONSOR SEX | MEMBERSHIP PERCENTAGES | | | | SPONSOR PERCENTS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M | F | B | O | | M | F | B | O | M | F |
| NORTHWEST CLASSEN | Fellowship of Christian Athletes | 15 | 0 | 5 | 10 | M | 100 | | 33 | 67 | 43% | 57% |
| | Gospel Chorus | 5 | 22 | 26 | 1 | F | 18 | 82 | 96 | 4 | | |
| | Black History | 5 | 20 | 25 | 0 | M | 20 | 80 | 100 | | | |
| | Human Relations | 40 | 75 | 90 | 25 | F | 35 | 65 | 79 | 21 | | |
| | Pep Council | 1 | 11 | 3 | 9 | M | 9 | 92 | 25 | 75 | | |
| | Pep Club | 0 | 279 | 16 | 263 | 2F | | 100 | 6 | 94 | | |
| | Student Council | 7 | 28 | 9 | 26 | M | 20 | 80 | 26 | 74 | | |
| | Boy's "O" Club | 54 | 0 | 2 | 52 | M | 100 | | 4 | 96 | | |
| | Girl's "O" Club | 0 | 30 | 15 | 15 | F | | 100 | 50 | 50 | | |
| | Honor Society | 20 | 33 | 1 | 52 | F | 37 | 63 | 2 | 98 | | |
| | Courtesy Club | 0 | 58 | 9 | 46 | F | | 100 | 15 | 85 | | |
| | Key Club | 43 | 0 | 3 | 40 | M | 100 | | 6 | 94 | | |
| | Great Books | 18 | 15 | 0 | 33 | F | 55 | 45 | | 100 | | |
| | Yearbook | 12 | 14 | 2 | 24 | F | 46 | 54 | 8 | 92 | | |
| | Quill & Scroll | 5 | 7 | 0 | 12 | F | 42 | 58 | | 100 | | |
| | Spanish Club | 12 | 12 | 2 | 22 | M | 50 | 50 | 8 | 92 | | |
| | German Club | 26 | 16 | 2 | 44 | M | 56 | 44 | 4 | 96 | | |
| | Court Jesters | 0 | 45 | 4 | 41 | F | | 100 | 9 | 91 | | |
| | Library Club | 5 | 14 | 1 | 18 | F | 27 | 73 | 6 | 94 | | |
| | Drama | 5 | 9 | 0 | 14 | F | 36 | 64 | | 100 | | |
| | Chi Alpha Mu | 9 | 15 | 3 | 21 | F | 38 | 62 | 13 | 87 | | |
| | FBLA | 5 | 51 | 9 | 47 | F | 8 | 92 | 17 | 83 | | |
| | Nat. Art Honor Society | 3 | 11 | 1 | 13 | F | 21 | 79 | 7 | 93 | | |
| | Announcers | 8 | 7 | 0 | 15 | M | 53 | 47 | | 100 | | |
| | DECA | 26 | 12 | 3 | 35 | M | 69 | 31 | 8 | 92 | | |
| | Band | 35 | 32 | 13 | 54 | M | 53 | 47 | 19 | 81 | | |
| | Vocal Music | 18 | 25 | 3 | 40 | M | 41 | 59 | 6 | 94 | | |
| SOUTHEAST | American Heritage | 13 | 12 | 0 | 25 | M | 52 | 48 | | 100 | 52% | 48% |
| | Chess | 11 | 0 | 0 | 11 | M | 100 | | | 100 | | |
| | DECA | 16 | 14 | 0 | 30 | M | 53 | 47 | | 100 | | |
| | Drama | 4 | 7 | 0 | 11 | F | 36 | 64 | | 100 | | |
| | Drill Team | 0 | 15 | 10 | 5 | F | | 100 | 67 | 33 | | |
| | FBLA | 7 | 21 | 4 | 24 | M | 25 | 75 | 14 | 86 | | |
| | FCA | 20 | 0 | 5 | 15 | M | 100 | | 25 | 75 | | |
| | Fencing | 20 | 3 | 5 | 18 | M | 87 | 13 | 25 | 75 | | |

| SCHOOL | CLUB | MEMBERSHIP NUMBERS | | | | SPONSOR SEX | MEMBERSHIP PERCENTAGES | | | | SPONSOR PERCENTS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | M | F | B | O | | M | F | B | O | M | F |
| SOUTHEAST (continued) | | | | | | | | | | | | |
| | Freshman Board | 2 | 12 | 0 | 14 | F | 14 | 86 | | 100 | | |
| | Junior Board | 6 | 12 | 2 | 16 | F | 33 | 67 | 11 | 89 | | |
| | Math Club | 6 | 13 | 1 | 18 | M&F | 31 | 69 | 6 | 94 | | |
| | Pep Club | 0 | 75 | 10 | 65 | F | | 100 | 13 | 87 | | |
| | Senior Board | 16 | 25 | 8 | 33 | F | 39 | 61 | 19 | 81 | | |
| | Shake-em-up ! | 30 | 25 | 55 | 0 | M&F | 55 | 45 | 100 | | | |
| | Sophomore Board | 1 | 11 | 0 | 12 | M | 8 | 92 | | 100 | | |
| | Spanish Club | 34 | 36 | 12 | 58 | F | 49 | 51 | 17 | 83 | | |
| | Student Advisory | 4 | 6 | 2 | 8 | F | 40 | 60 | 20 | 80 | | |
| | Student Council | 15 | 46 | 7 | 54 | M | 25 | 75 | 12 | 88 | | |
| | Yearbook | 16 | 14 | 3 | 27 | M | 53 | 47 | 10 | 90 | | |
| | Newspaper | 16 | 15 | 1 | 30 | M | 51 | 49 | 4 | 96 | | |
| | Youth For Christ | 25 | 35 | 25 | 35 | F | 42 | 58 | 42 | 58 | | |
| | Vocal Music | 23 | 59 | 6 | 76 | F | 29 | 71 | 7 | 93 | | |
| | Band | 33 | 37 | 3 | 67 | M | 47 | 53 | 4 | 96 | | |
| STAR SPENCER | Chess Club | 8 | 1 | 3 | 6 | M | 89 | 11 | 33 | 67 | 25% | 75% |
| | Drama | 12 | 34 | 8 | 28 | F | 33 | 67 | 22 | 78 | | |
| | Fellowship of Christian Athletes | 51 | 2 | 28 | 25 | M | 96 | 4 | 53 | 47 | | |
| | FBLA | 20 | 110 | 25 | 105 | F | 15 | 85 | 19 | 81 | | |
| | FHA | 0 | 51 | 32 | 19 | F | | 100 | 63 | 37 | | |
| | History Club | 4 | 11 | 7 | 8 | F | 27 | 73 | 47 | 53 | | |
| | Human Relations | 33 | 49 | 78 | 4 | F | 40 | 60 | 95 | 5 | | |
| | Key Club | 20 | 0 | 8 | 12 | M | 100 | | 40 | 60 | | |
| | Marching Band | 46 | 36 | 34 | 48 | M | 56 | 44 | 42 | 58 | | |
| | Model Railroad | 7 | 0 | 1 | 6 | F | 100 | | 14 | 86 | | |
| | Modern Dance | 6 | 7 | 8 | 5 | F | 46 | 53 | 62 | 38 | | |
| | Honor Society | 44 | 64 | 13 | 95 | F | 41 | 59 | 13 | 87 | | |
| | "O" Club | 60 | 20 | 45 | 35 | M | 75 | 25 | 56 | 44 | | |
| | Oral Interp. | 4 | 7 | 2 | 9 | F | 36 | 64 | 18 | 82 | | |
| | Pep Club | 0 | 100 | 32 | 68 | F | | 100 | 32 | 68 | | |
| | Science Club | 33 | 7 | 14 | 36 | F | 83 | 17 | 35 | 65 | | |
| | Student Council | 10 | 30 | 8 | 32 | F | 25 | 75 | 20 | 80 | | |
| | VICA | 28 | 24 | 20 | 32 | F | 54 | 46 | 39 | 61 | | |
| | Vocal Music | 36 | 62 | 50 | 48 | F | 37 | 63 | 51 | 49 | | |
| | Yearbook | 8 | 15 | 2 | 21 | F | 35 | 65 | 8 | 92 | | |

OKLAHOMA CITY PUBLIC SCHOOLS

May, 1976

Activities Office

The following data were gathered from student participation surveys in Extra-Curricular activities in the 1975-'76 school year of the nine (9) high schools and the April, 1976 Report of each high school's population.

In all schools, I feel sure that there are some cases where students participate in more than one extra-curricular activity, thus bringing the percent of participation up higher than is actual. However, this will be kept in mind in future surveys whereby this method will have to be used. The results obtained during 1975-'76 will serve as base-line data for future comparisons, considering the fact that this information has not been studied in the past.

Each High School is listed with their percentage of Black enrollment. The Chart then indicates, 1) the percent of participation of the total student body 2) the percent of involvement of the Black student population 3) the percent of involvement of the non-Black student population, and the existing Club ratios of 1) percent of males 2) percent of females 3) percent of Blacks and 4) percent of non-Blacks involved in clubs.

Patrisha Nicholson
Resource Involvement Specialist

|  | PARTICIPATING | PARTICIPATING | PARTICIPATING | CLUB RATIOS |  |  |  |
|---|---|---|---|---|---|---|---|
| SCHOOL | STUDENT BODY TOTAL % | % OF BLACKS | % OF OTHERS | % OF MALES | % OF FEMALES | % OF BLACKS | % OF OTHER |
| C[illegible]ITOL HILL<br>Black-28% | 63% | 49% | 69% | 34% | 66% | 22% | 78% |
| CLASSEN<br>Black-37% | 59% | 59% | 59% | 38% | 62% | 38% | 62% |
| DOUGLASS<br>Black-47% | 72% | 89% | 58% | 40% | 60% | 57% | 43% |
| U.S. GRANT<br>Black-14% | 56% | 42% | 56% | 32% | 68% | 11% | 89% |
| J[illegible] MARSHALL<br>[illegible]lack-29% | 81% | 58% | 90% | 38% | 62% | 21% | 79% |
| NORTHEAST<br>Black-41% | 74% | 51% | 90% | 30% | 70% | 27% | 73% |
| N.W. CLASSEN<br>Black-24% | 59% | 49% | 61% | 30% | 70% | 20% | 80% |
| SOUTHEAST<br>Black-21% | 57% | 54% | 59% | 38% | 62% | 19% | 81% |
| STAR SPENCER<br>[illegible]lack-49% | 77% | 62% | 90% | 41% | 59% | 39% | 61% |